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AUTHOR	Shill, James F.; And Others
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ABSTRACT

A project was developed to (1) utilize a steering committee for project planning, review, and evaluation; (2) catalog, review, and analyze systems and studies that impact on identification/selection of mentally handicapped and slow learners for vocational programs; (3) design tests involving vocational skill prediction for use with mentally handicapped and slow learners; (4) determine "success" norms obtained by mentally handicapped students in vocational programs; (5) determine feasibility of "special" vocational programs for mentally handicapped; (6) develop identification/selection criteria for mentally handicapped students entering Mississippi state-sponsored vocational programs; and (7) develop findings reports for regional and national dissemination. All objectives were realized (objectives 3 and 6 were combined), and a number of products were developed. Project products included in the appendixes are a general review of commercial evalration systems' components, an annotated bibliography containing references to the educable mentally retarded (EMR) and slow learner, a vocational education readiness test (covering auto mechanics, basic wiring, carpentry, home economics--clothing, masonry, and plumbing), an instrument evaluation form, test standardization data (regular tenth graders and EMR examinees), a model for mainstreaming handicapped students, and other project materials. [CSS]

ED170467

FINAL REPORT

Project No. 498AH60118

Grant No. G007604315

DEVELOPMENT AND TESTING OF CRITERIA FOR THE IDENTIFICATION AND SELECTION OF MENTALLY HANDICAPPED STUDENTS FOR VOCATIONAL PROGRAMS

The project reported herein was performed pursuant to a grant provided by the U. S. Office of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, necessarily, represent official Office of Education position or policy.

Submitted by:

James F. Shill - Project Director

Edward L. Thomas - Associate Project Director

Ronald Brownlee - Research Specialist

Charlene Callaway - Data Analyst

September, 1978

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U.S. DEPARTMENT OF HEALTH,
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Compiled by:

Edward L. Thomas
Ronald Brownlee

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Direct Inquiries To:

Research and Curriculum Unit
Drawer DX
Mississippi State, Mississippi

Phone (601) 325-2510

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ACCOMPLISHMENTS

Utilizing the seven objectives agreed upon in the project proposal, the final report will describe the degree to which each objective was accomplished.

Objective 1: To utilize a Project Steering Committee for project planning, review, and evaluation.

On October 13, 1976, the Project Steering Committee held its first meeting in the conference room of the Sillers Office Building in Jackson, Mississippi. Individuals selected to serve on the committee and attending the first meeting included:

Robert T. Richards, Counselor/Evaluator for Goodwill Industries, Jackson, MS
Russell B. Walton, Supervisor of the Deaf and Hard of Hearing and Special Education, Jackson, MS
Walter Moore, Special Education Division of the State Department of Education, Jackson, MS
W. T. Taylor, Supervisor of Disadvantaged and Handicapped Students for the Vocational-Technical Division, Jackson, MS
Judy McLarty, Assistant Supervisor for Disadvantaged and Handicapped, Jackson, MS
Shirley Darby, Prevocational Orientation Teacher, Batesville, MS
Jesse Franklin, Prevocational Orientation Teacher, Columbia, MS
Wanda Lambuth, Vocational Counselor, McComb, MS
James F. Shill, Director of R/CU, Mississippi State University
Edward L. Thomas, R&D Coordinator, Miss. State University
Louie E. Kemp, Field Services Coordinator, Miss. State Univ.
Charlene Callaway, Data Analyst for R/CU, Miss. State Univ.

The R/CU Director informed the committee of its responsiblities and requested assistance from the committee in planning, reviewing, and evaluating the project. In order to facilitate committee input, it was decided that committee meetings would be held quarterly for the purpose of reviewing the progress made by project personnel in their efforts to accomplish the project's objectives.

On February 22, 1977, the Project Steering Committee held its second meeting in the conference room of the Sillers Office Building in Jackson, Mississippi. The Director of the R/CU opened the meeting by welcoming the group and reviewing the project's objectives as outlined in the proposal. The R&D Coordinator briefly reviewed the first meeting which was held in October, 1976, and brought the committee up to date on the progress which had been made since that meeting. A report was made concerning the visits made to a number of schools, reactions from teachers and administrators, formats which had been adopted to facilitate the development of testing criteria designed to determine a handicapped student's probability for success in vocational programs, and presented to the committee a transparency of a sample Task Document which may be used by teachers to assess a student's abilities in the building trades. Following this presentation, an open discussion and criticism of any portion of the project as it had been presented was called for. In general, the group was very favorable in their remarks with some helpful suggestions and constructive criticism being received.

On May 31, 1977, the Project Steering Committee held its third meeting at the Holiday Inn Medical Center's Restaurant in Jackson, Mississippi. Two committee members were unable to attend because of previous commitments and illness in the family. The meeting was scheduled as a luncheon meeting. Jim Shill made the opening remarks and outlined the agenda for the meeting as follows:

1. Review of Publications-Louie Kemp Finch: A brief review of the publication, A Review of Related Literature Concerning Components of Systems and Studies that Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs, was presented. This publication was developed by Edward L. Thomas and Roger Pitt and is the first of two publications to be developed from the project. Each person present was given a copy of the publication.

Those present were asked to give their reaction to the publication. The reaction in general terms seemed to be that the material presented would be an excellent resource document for teachers and helpful to administrators in developing programs for EMRs. The feeling was that proper use of the document would depend upon proper dissemination and explanation.

The document was disseminated at an inservice training program for 30 teachers of EMR students during August, 1977. Other effective ways of dissemination were studied and decided upon. The publication was sent to ERIC, RCUs throughout the United States, vocational counselors, Vocational Rehabilitation workshop personnel, state SDVTE staff, teacher educators and prevocational teachers. In connection with this publication, it was suggested that a list of locations of the eleven systems reviewed in the publication be published, so that people in the state can view the systems in operation.

2. Demonstration of Task Document (Carpentry): The remainder of the program for the meeting was used for a demonstration of a task document developed from the Building Trades area (Carpentry) by Ed Thomas. The different steps involved in the test were demonstrated and an explanation given of what the student would need to achieve in order to determine probability for success in vocational programs. Those present asked questions and made comments regarding the test document, and the general feeling was that the tests would be extremely valuable in determining probability of success for EMRs and would also be helpful in cases involving regular students as well.

Additional steering committee meetings were held on a quarterly basis. These meetings were conducted to provide information to the committee concerning progress made by the research staff and to provide a forum for input from the committee.

Objective 2: To catalog, review, and analyze components of systems and studies that impact on identification and selection of mentally handicapped and slow learners for vocational programs.

A review of the literature related to the on-going handicapped project was made at the Mississippi State University Library. The most productive findings appeared to be in the area of vocational rehabilitation and the utilization of commercially-developed work samples for adults who are physically and/or mentally handicapped. Further investigation revealed that numerous types of commercially-developed work samples were in use at various vocational rehabilitation centers throughout Mississippi. Of the numerous work samples available, project staff members selected the following for additional study:

Systems of Work Samples	Location
J.E.V.S.	Allied Enterprises Starkville, MS
McDonald	State Hospital Ellisville, MS
McCarron-Dial	Allied Enterprises Tupelo and Meridian, MS
Singer	Miss. Methodist Rehab. Center Jackson, MS
Talent Assessment	Allied Enterprises Philadelphia, MS
Tool Technology	Allied Enterprises Jackson, MS
Tower	Allied Enterprises Meridian and Jackson, MS
Valpar	Allied Enterprises Hattiesburg and Greenville, MS

While the work samples review was in progress, other types of research were being performed by a graduate assistant in the library and by other staff members who focused their attention on personnel in the prevocational programs for the handicapped and in the regular vocational programs. Two computer searches (ERIC) were also obtained through the Mississippi State University Library, utilizing the following descriptors: (Vocational Education)

Mentally Handicapped
Educable Mentally Handicapped
Slow Learners
Performance Criteria
Job Analysis
Skill Analysis

Low Ability Students
Educationally Disadvantaged
Retarded Children
Evaluation Criteria
Evaluation Methods
Evaluation Techniques
Student Evaluation
Measurement Techniques
Vocational Education
Vocational Rehabilitation
Vocational Aptitude
Handicapped Students
Vocational Adjustment
Rehabilitation Programs
Vocational Counseling

In addition to the ERIC searches, personnel followed through on information provided in such references as the Educational Index, Current Index to Journals in Education, Psychological Abstracts, Readers Guide to Periodic Literature, and the MSU Library Card Catalog. Visits with personnel in the local prevocational programs for the handicapped in vocational rehabilitation workshops, and the regular vocational programs provided the project staff with an insight concerning the most prevalent types of handicapped programs operating at the local level. It was noted that some school districts provided little or no special assistance for students beyond the eighth grade. In some instances, after an EMR reached the stage where he/she was considered "beyond help" by the elementary special education program the student was "mainstreamed" into the regular vocational and/or academic classes with poor results in most cases.

Generally, the project staff agreed that while some of the local school districts were making a conscientious effort to meet the needs of handicapped students and some were not, all local school districts are faced with the problem of "how to select those handicapped students who have the best chance for success in the regular vocational programs even if it requires special assistance." From a review of the literature and visits by project personnel to programs at the local level, it appeared that all school districts would benefit from special and/or prevocational classes for the secondary EMRs.

In cataloging, reviewing, and analyzing work sample systems and components of systems and studies concerning handicapped students, specific studies were not found which provided a method or methods for predicting the success of EMRs in secondary vocational programs.

On June 24, 1977, three copies of a 93-page publication entitled A Review of Related Literature Concerning Components of Systems and Studies that Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs were mailed to the Program Specialist for the Division of Research and Demonstration in the Department of Health, Education and Welfare in Washington, D.C. It was felt by the project staff that this publication fulfilled the intended outcome of the above-stated objective. (See Appendix A.)

Objective 3: To design tests involving vocational skill prediction for use with the mentally handicapped and slow learners.

In January, 1977, the project staff/and members of the steering committee agreed that skill prediction should encompass the following vocational areas: (1) building trades, (2) auto mechanics, and (3) home economics. In addition, it was decided that building trades should be subdivided into carpentry, electrical, masonry, and plumbing. See Appendix B for a complete review of the six Vocational Education Readiness Tests.

Prior to the construction of any skill prediction tests, an intensive study was made of curriculum content, materials, tools, etc. which were common to the above vocational areas. Interviews with vocational instructors provided the staff with ideas concerning the proper utilization of each tool, etc. Based on this knowledge, project staff members designed each skill prediction test (Task Document) to be as realistic, practical, and representative of an actual work situation as possible. Efforts were made to eliminate material waste and to use only materials which could be replaced at a nominal cost and which could be obtained locally. In most instances, each skill prediction test (Task Document) contains the necessary materials, tools, user's manuals, etc. necessary for administering the test; however, in some instances, such as masonry, the local school district will be expected to supply the necessary bricks, sand, etc. Staff members estimate that the average cost for administering the skill prediction tests for each vocational area such as carpentry, etc. should be less than $1.00 per student and the time involved will vary.

Standardization data for each task tested by the skill prediction tests were obtained for both handicapped and regular students. Upon administering a particular test to a student, the assessor was able to immediately compare the student's performance with the average performance of a group of handicapped students and a group of regular students. A student's weaknesses could be recorded and an individualized remedial program prescribed for the coming school year. Each student should be retested at the end of the next school year and those handicapped students scoring within a certain range of the regular students should enter the regular vocational programs while those handicapped students who performed poorly will be referred to vocational rehabilitation or other state agencies.

Objective 4: To determine "success" norms obtained by mentally handicapped students in specific vocational programs.

Upon developing an interim draft of the tests for each trade area, the tests were submitted to six panels of experts - one for each area - consisting of teacher educators in special education, prevocational personnel, vocational trade area instructors, and special education personnel from local schools. Panel members, having had an opportunity to review the tests on an individual basis, met as a group at Mississippi State University for review purposes. Each panel member for each area was selected for his/her expertise in a particular trade area. The panels of experts were asked to review the tests for clarity, design and format, and use with both EMR and "regular" students. All appropriate recommendations provided by the panels of experts were incorporated. See Appendix C for a review of the panels of experts and the evaluation instrument.

A total of 64 students were selected from six different school systems to serve in the pilot study for the VERT. Thirty-two students were EMRs and 32 students were regular students (I.Q. 90+) enrolled in the 10th grade. Several of the EMRs had received limited industrial arts training; however, none of the regular students had completed an industrial arts or vocational skills development course. The project staff utilized the pilot study to facilitate the establishment of a standardized testing procedure for all tasks in the VERT. In addition, efforts were made to print all testing procedures in detail to ensure that scores obtained by evaluators would be consistent.

The establishment of criterion-levels (time completion) for each task was the final endeavor in the development of the VERT. The word criterion, as used in this report, refers to a domain of manipulative skills. Each examinee was tested against a well-defined domain of manipulative behaviors (test objectives). VERT objectives were then organized into nonoverlapping tasks with regard to each domain of behavior.

The initial standardization group was comprised of "regular" 10th-grade students. In addition, 10th and 11th grade EMR students were tested. No students were tested outside of Mississippi due to time and monetary limitations. However, to ensure as much representativeness as possible for this group, students were tested from all areas of the State of Mississippi to include urban, suburban, and rural school systems. "Regular" students (N=115) were systematically drawn from 10th grade class rolls and cluster sampling techniques were employed in the selected school districts to determine EMR student examinees (N=108). Female students comprised approximately 50% of each group. See Appendix D for a complete review of the standardization data.

Objective 5: To determine the feasibility of "special" vocational programs for mentally handicapped, serving as a bridge into regular vocational programs for additional skill development.

A model for "mainstreaming" handicapped students into regular vocational programs was developed after consultation with special education teachers, special education teacher educators, and prevocational instructors. See Appendix E for a complete review of the suggested model for "mainstreaming" handicapped students. In addition, see Appendix F for letters from prevocational instructors, teacher educators, and consultants regarding the feasibility of using the VERT with mentally handicapped students.

Objective 6: To develop identification and selection criteria for mentally handicapped students entering special vocational programs sponsored by the Mississippi State Department of Education, Vocational and Technical Division.

The research staff felt that the above objective reflected those concerns outlined in objective three. Therefore, objectives 3 and 6 were combined during the research endeavor. See Appendix B for a complete review of the VERT as it relates to the identification and selection of EMRs.

Objective 7: To develop reports for regional and national dissemination of the findings of the project.

During April, 1978, the Vocational Education Readiness Test (VERT) was demonstrated to approximately 100 prevocational teachers from Mississippi. Additionally, the VERT was previewed at the annual meeting of the American Association of School Administrators in Minneapolis in July of 1978. During the same month, the VERT was previewed at the National Network for the Dissemination of Vocational Curriculum in Austin, Texas.

Copies of the VERT and a review of the literature have been mailed to all Research and Curriculum Units (N=50) and the 6 regional centers for the dissemination of vocational curriculum. Additionally, copies of the research report/VERT will be forwarded to ERIC and the Center for Research in Vocational-Technical Education at Ohio State University in September, 1978.

MAJOR ACTIVITIES AND EVENTS

Many of the major activities and events were those which centered around data-gathering visits to local high school special education and prevocational classes and to local vocational programs. Such visits were deemed essential in that the steering committee felt that only valid and first-hand information of desirable work skills, etc. should be considered in the initial design and construction of vocational skill prediction instruments.

Interviews with Special Education and Prevocational Instructors:

Project staff personnel were informed that handicapped students in prevocational programs were seldom admitted or encouraged to participate in the regular vocational programs. It was inferred that handicapped students usually attended special education classes for one-half day and prevocational classes for the remainder of the day. Upon completion of approximately two years of special education and prevocational training the students were usually placed by a vocational rehabilitation counselor. In Mississippi, a majority of the students are initially employed by Allied Enterprises; however, some students have been employed directly from the prevocational classes for jobs in welding, maintenance, building trades, food preparation, custodial work, etc. and a small percentage have enrolled in post-secondary courses. All personnel interviewed in special programs agreed that handicapped students usually developed a wealth of manual dexterity skills while participating in the two-year prevocational program. Other prevocational skill development included shop safety, social adjustment, positive work attitudes, and human relationships.

Interviews with Vocational Directors and Trade Instructors:

Several vocational directors and trade area instructors who had offered all students (EMRs included) an opportunity to enroll in the regular vocational programs were interviewed. These directors and/or instructors were employed by school districts in which no special programs beyond the junior high level were available to secondary level handicapped students. Numerous EMR students had enrolled in the vocational courses and some had satisfactorily completed the course work. Those students completing the two-year vocational programs were followed up and most had become productive workers in occupations related to the area in which they had received vocational training. Such occupations as equipment operators, welders, welder helpers, carpenter helpers, brickyard employees, mechanic helpers, service station attendants, truck drivers, and the U.S. Military were represented.

Even though numerous EMRs had entered and successfully completed the two-year programs, for many EMRs it was another first-hand experience with failure. Problems encountered by the vocational staff in dealing with the latter type of EMR were many and varied. In general, vocational personnel interviewed by the project staff felt that with valid selection procedures some EMRs could, in all probability, benefit from the regular vocational programs.

PROBLEMS

The major problems encountered during the duration of the research project were as follows:

1. There was no standard procedure(s) in the state for providing regular vocational training to high school handicapped students;

2. Each local school district appeared to prefer its own methods for training handicapped students;

3. All tests had to be designed for administering to students who may be unable to read or write;

4. Problems were encountered in the staff's efforts to keep the tests representative of the skills common to the different trade areas;

5. There was some difficulty in developing acceptable scoring procedures for the different tasks;

6. Many professionals in special education are not aware of the skills needed by handicapped students for success in various vocational trade areas; and

7. The project staff encountered several problem areas while developing the Auto Mechanics test. For instance, the ratchet and sockets were new and difficult to change. In addition, females performed tasks in auto mechanics which involved working on their side, back, etc. and this presented a problem as jeans and slacks had to be worn. In some instances, the students were dismayed at the length of time it took to complete certain tasks and some students simply quit approximately halfway through the task.

PUBLICITY ACTIVITIES

On September 17, 1976, the assistant project director and project research specialist taped a ten-minute "Community Action" program on WJTV in Jackson, Mississippi. The program consisted of a series of questions and answers concerning the selection of mentally handicapped high school students for vocational programs in the state. WJTV's programs are viewed by an audience (750,000 estimate) who live within a 75-mile radius of Jackson. During October, 1976, the tape was loaned to the Mississippi Education Television network for broadcast to seven stations which are located to provide statewide coverage. In addition, a news article was printed in the "Starkville Daily News" and the "Reflector," a Mississippi State University student newspaper.

Additional publicity activities included a one-hour presentation of various components of the vocational skills test to some 40 teachers of EMRs. During the presentation, several teachers were asked to serve as subjects and take portions of the test. Following the presentation numerous questions were asked concerning the availability date, training required, cost of the test, ect. A second conference with approximately 40 teachers of EMRs was held in May, 1978.

DISSEMINATION ACTIVITIES

See Objective 7 in the ACCOMPLISHMENTS section, page 7.

DATA COLLECTION AND EVALUATION

The procedure employed in data collection and evaluation of the VERT is outlined in the ACCOMPLISHMENTS section under Objective 4. (See page 5.)

OTHER ACTIVITIES

N/A

STAFF EMPLOYMENT AND UTILIZATION

During August, 1977, Ronald J. Brownlee replaced Louie Kemp Finch as a research specialist on the research project. Additionally, Mr. Hal Jenkins was employed as a graduate research assistant. No additional personnel changes were made.

STAFF DEVELOPMENT

N/A

APPENDICES

APPENDIX A

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs

Mississippi State
Jackson

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs

James F. Shill
Edward L. Thomas
Louie E. Kemp
Charlene W. Callaway

R/CU Functions

- Stimulate
- Coordinate
- Develop
- Implement
- Disseminate

Research and Curriculum Unit
for Vocational & Technical Education

Mississippi State University
College of Education

In Cooperation With
Mississippi Department of Educatio
Division of Vocational & Technical Education

Project No. 498AH60118
Grant No. G007604315

A REVIEW OF LITERATURE CONCERNING COMPONENTS OF SYSTEMS AND STUDIES THAT IMPACT ON IDENTIFICATION AND SELECTION OF EMRs AND SLOW LEARNERS FOR VOCATIONAL PROGRAMS

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Research and Curriculum Unit
For Vocational and Technical Education
Mississippi State University
Mississippi State, MS 39762

May 1977

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs

Compiled by

ROGER PITT

EDWARD THOMAS

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FOREWORD

This publication is the result of initial work on a research project entitled "Development and Testing of Criteria for the Identification and Selection of Mentally Handicapped Students for Vocational Programs." Support for the project was provided by the United States Office of Education (Vocational Education), Grant No. G007604315. The review of literature is based on three computer assisted searches of ERIC documents and on manual searches of current articles, books, and Dissertation Abstracts.

In the main, this publication is intended for use as a resource document for vocational educators and special education personnel charged with the responsibility of identifying and selecting those mentally handicapped students (EMRs) in their school district who are "best suited" for mainstreaming into regular vocational programs. The publication does not suggest which work samples, etc., should be used at the local or state levels, or which research projects listed herein had the most applicable or desirable outcomes. However, the publication is concerned with offering the serious researcher an overview of commercially available work samples, government supported studies, textbooks, etc., which are invaluable to personnel contemplating "custom building" their own identification and selection system.

The Research and Curriculum Unit's staff at Mississippi State University is indebted to the Vocational Rehabilitation Division of the State Department of Education and to local rehabilitation workshop personnel for their cooperation. In addition, Special Education and Vocational-Technical Education personnel provided the staff with an insight concerning numerous problem areas which are encountered when efforts are made to implement and administer effective vocational programs for handicapped students. Several city and county school districts volunteered their professional staffs, facilities, and students for the purposes of gathering normative data for the research project.

Through a concerted effort of all parties involved, we at the Research and Curriculum Unit feel that Mississippi will develop and implement an equitable solution to the problems involved in selecting those handicapped students (EMRs) for vocational programs who have the most potential for success, while at the same time providing those less fortunate students with vocational training through Vocational Rehabilitation Workshops or other state agencies.

E.L.T.

Mississippi State University

INTRODUCTION

In many school systems, the major selection criterion for mentally handicapped students for entry into vocational programs is based on intelligence test performance. The assumption is then made that all students with low I.Q. scores could or would benefit from "regular" vocational education programs. Educators, in many instances, fail to consider that the mentally handicapped student may lack the necessary psychomotor skills to feasibly reach an employable level of competence. Some large school systems, such as the Detroit Public Schools[1], use a prevocational evaluation laboratory for the assessment of handicapped students before placing them in vocational programs. As an alternate to the evaluation labs, many schools contract with Vocational Rehabilitation to do some testing of students for them. However, those students being tested outside of the school system account for only a very small percentage of the estimated EMR and slow learner populations. In addition, a large number of rural schools are financially unable to purchase commercial testing systems which have been used with the mentally handicapped, or to utilize vocational rehabilitation services. Therefore, a definite need exists for the development of cost-effective and valid vocationally oriented tests which could be used in the selection of EMR and slow learning students and for providing vocational education programs in some of the less skilled and repetitive type occupations. These tests should also assist in determining the types of vocational programs needed within a school system.

A need also exists for vocational tests which will assist vocational personnel in adapting regular programs to the needs of slow learners. While many vocational programs utilize individualized instruction which is generally geared to the average youth, slow learners' levels, in many cases, are below the point at which individualized instructional units begin. These students may fail to meet the standards of learning and drop out or fail, unless instructional personnel are aware of the students' proficiency levels at the beginning.

SPECIFIC OBJECTIVES

Utilizing this publication, vocational education and special education personnel should:

1. Become knowledgeable of criteria which can be used in lieu of I.Q. tests to aid in the vocational placement of mentally handicapped and slow learners;

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[1] *Earl B. Young and others. Vocational Education for Handicapped Persons: Handbook for Program Implementation. H.E.W., Office of Education, Washington, D.C., 1970, pp. 43-44.*

2. Obtain information concerning various commercially available work samples, etc., which may be purchased for use at the local level;

3. Review work samples, texts, studies, etc., for ideas which may be used in "custom building" an inexpensive identification and selection model, etc., for utilization at the local level; and

4. Become knowledgeable of methods, tools, etc. used by previous researchers in order that costly duplication of effort can be avoided.

Utilization of this publication may be facilitated somewhat by the reader having a prior knowledge of its content. In Part I, a general review of components of 11 major work samples is presented in alphabetical order. In addition, a work sample manual is listed which offers 43 individual work samples which are available in nine occupational areas.

Part II, Section I, contains 14 annotated references. Each reference is related directly to vocational evaluation methodologies used with mentally handicapped students (EMRs) and slow learners. Part II, Section 2, contains 13 annotated references which are related in a more general nature to the education of mentally handicapped students (EMRs) and slow learners. In Part II, Section 3, approximately 120 annotated references obtained through ERIC searches are presented for the reader's consideration. All references are related to mentally handicapped students (EMRs) and slow learners in vocational programs.

Part III concerns the acquisition of information. This section will be especially helpful to those persons with limited research skills.

PART I

GENERAL REVIEW OF COMPONENTS OF COMMERCIAL EVALUATION SYSTEMS

HESTER EVALUATION SYSTEM (H.E.S.)

The Hester Evaluation System for Vocational Guidance is a method of assessing vocational abilities and relating the abilities to some 1500 specific jobs. The evaluation system utilizes 24 separate tests which measure 28 independent ability factors. It is used with the gifted, normal, mentally handicapped, deaf, hard-of-hearing, and is being modified for use with the blind and partially sighted. Jobs range from the simple to the complex and involve all levels of training. A computer is used to convert raw scores to scaled scores for job families and to produce a list of specific jobs which are "fitted" to the abilities of the client being tested. The fourth, fifth, and sixth digits of the job code provided by the computer represent Worker Trait Groups which are depicted in the D.O.T. Beneath the Worker Trait Groups are lists of specific jobs within each group. Data concerning client limitations, such as physical disabilities, educational level, etc., are available and jobs deemed inappropriate for disabled clients are omitted from the list of specific jobs.

Ability factors assessed by the Hester Evaluation System include:

1. Perceptual Ability Factors which evaluate speed, accuracy, spatal, color and depth perception;
2. Unilateral Motor Factors which evaluate finger dexterity, wrist-finger speed, and arm-hand steadiness;
3. Bilateral Motor Factors which evaluate manual dexterity, two-arm coordination, two-hand coordination, hand-tool dexterity, multi-limb coordination, and machine feeding;
4. Perceptual Motor Coordination which evaluates aiming, reaction time, fine perceptual motor coordination and visual motor reversal; and
5. The Intelligence series which evaluates abstract reasoning, verbal, numerical, decision speed, response orientation, and oral directions.

For additional information, call or write:

Hester Evaluation System
120 South Ashland Boulevard
Chicago, Illinois 60607

(312) 666-5973 or (312) 738-3860

JEVS WORK SAMPLES

The Jewist Employment and Vocational Service (J.E.V.S.) work samples were developed in the 1960s under a contract with the United States Department of Labor. Initially, the target group included the culturally different and the disadvantaged; however, the system is now being modified for use with the mentally retarded. (See VIEWS, pp. 14.) The JEVS system is composed of 28 work samples which are grouped into ten worker trait arrangements from the D.O.T. Clients are expected to perform such tasks as: handling nuts, bolts, and washers; sorting, inspecting, and measuring objects; working with machines which require combined hand, eye, and foot coordination; manipulating union, belt, hardware, and telephone assemblies; performing routine checking and recording activities; classifying materials, filing and computing payrolls; inspecting products for defects; completing pipe assemblies; cutting and sewing blouses; and condensing draft drawings.

Each work sample is individually boxed and details for administering are provided in a comprehensive user's manual. The sequence of sampling is progressive in that it begins with the simplest tasks and continues into the more complex ones. Scoring of each task has been facilitated by using scoring sheets along with pictures and diagrams for the correct scoring of difficult items. Client ratings are based on a three-point scale whereby a one-point score would depict the client's performance as being representative of the lower one-third of the population while a score of three points would place the client in the upper one-third of the population for a particular task. An acceptable rating would be one in which the client received a two-point or better rating on both time and quality of work.

The JEVS evaluation system was chiefly developed for use by employment and placement counselors. It is an excellent vocational exploration system, as it exposes the client to a variety of vocational areas and provides a wealth of feedback information. The JEVS evaluation system was designed as an objective assessment tool. In addition, it provides the evaluator with information concerning personality factors which may or may not be related to job tenure. The system currently has only limited use with the mentally retarded client, as it penalizes those who must have instructions repeated once the evaluation is underway or those who may be handicapped by operating under time limitations.

For additional information, call or write:

Vocational Research Institute
Jewish Employment and Vocational Services (J.E.V.S)
1624 Locust Street
Philadelphia, PA 19103

(205) 893-5900

THE McCARRON-DIAL SYSTEM

The McCarron-Dial System was originally developed by Lawrence T. McCarron and Jack G. Dial for use with the mentally retarded and chronically mentally ill adolescents. The system is essentially a series of paper and pencil tests (not work samples). Seventeen separate assessment instruments are grouped into five categories of which include: verbal-cognitive, sensory, motor, emotional, and integration-coping factors.

Verbal-Cognitive data is gathered through the use of several I.Q. tests, such as the WAIS, Stanford-Binet, and Peabody Picture Vocabulary Test. Fine and gross motor skills are determined by use of the McCarron Assessment of Neuromuscular Development (MAND) test. Such factors as persistent muscle control, kinesthetic integration and bimanual dexterity are rated. Sensory data is obtained by using the Haptic Visual Discrimination Test (HVDT) to assess the client's ability to determine shape, size texture and configuration. The Bender Visual-Motor Gestalt Test (BVMGT) is used to determine the client's ability to follow directions, draw duplicates of pictures, angles, etc.

The Observational Emotional Inventory (OEI) provides data concerning: neuropsychological-impulsivity, anxiety, depression - withdrawal, socialization, and self-concept. A five-day observational period is required for this test, as the client is observed for two hours each day while performing routine shop activities.

Integration-Coping data is obtained by using Dial's Behavior Rating Scale (BRS). Information concerning the client's personal, social, and work adjustment behaviors are noted.

In general, raw scores for each test are converted to scaled or standard scores for comparison to normative data. Even though the system is more psychologically oriented than it is vocationally, it can provide valuable predictive information to pre-vocational and special education teachers at the high school level for use in determining which mentally retarded student is best suited for regular vocational course offerings.

For additional information, call or write:

McCarron-Dial System
Common Market Place
288 L.B.J. Freeway
Suite 255
Dallas, Texas 75234

McDONALD SYSTEM

The McDonald System is an eight factor vocational scale which was developed for clients in vocational-rehabilitation workshops. The system is not based on psychomotor skills common to the traditional vocational programs; however, it is used to distinguish among the various levels of vocational potential demonstrated by mentally retarded and multiple handicapped clients between 16 and 30 years of age. The eight factor vocational scale assesses client's potentials in such areas as: work habits, physical capacity, social maturity, general health, manual skills, arithmetic, motivation, and following directions.

For additional information, call or write:

The McDonald System
McDonald Training Center
Tampa, Florida

SINGER EVALUATION SYSTEM

The Singer Evaluation System of work samples differs from many of the other commercially produced systems in that it utilizes audiovisual filmstrips and cassettes to present programmed instructions to the client at each work station. Materials vary from work station to work station; however, basic materials which include: a self-contained carrell, earphones, auto-vance projector and cassette tape player, interest rating forms, coordinating filmstrips and cassettes, remote control switch and consumable supplies, are available at all work carrells. The system is designed for persons with age ranges from 17-30 years, the disadvantaged, and those with little or no work experience. In some instances, the system has also been used with clients who are mildly retarded.

Clients who take the work samples find themselves involved in a realistic work atmosphere while completing tasks in 17 occupational clusters which, in turn, are related to the D.O.T. These clusters include: basic tools, bench assembly, drafting, electrical wiring, plumbing and pipe fitting, carpentry and woodworking, refrigeration, heating, and air conditioning, soldering and welding, office and sales clerk, needle trades, masonry, sheet metal, cook and baker, engine service, medical service, cosmetology, and data calculation and recording. The audiovisual materials available in each carrell aids the evaluator by providing the client with step-by-step instructions on how to use the audiovisual equipment and its related sample.

The evaluation process is arranged as follows:

1. The client receives orientation to the work samples;
2. A machinery operation presentation is made;
3. Jobs related to the occupational cluster of the station are discussed;
4. The client rates his/her occupational interest;
5. Audiovisual equipment directs the tasks;
6. The client rates his/her interest based on the completed data;
7. The client rates his/her performance on the tasks;
8. The evaluator rates client's performance on the tasks; and
9. The evaluator tabulates total interest, synthesizes the data on interest and performance, and makes recommendations based on his/her interpretation of the results.

A time of 22-25 hours has been suggested as the approximate time required for the completion of all work samples. The evaluator is encouraged to provide assistance necessary for the client to complete the task. The client is rated on a five-point scale and the emphasis is on the quality of the product. Initially, the normative data was based on 100 individuals who were employed in the Rochester, New York area . The group was representative of a cross-section of the population; thus, it was included as "normal" those physically, socially, and economically disadvantaged persons working at competitive jobs.

For additional information, write or call:

Singer Vocational Evaluation System
3750 Monroe Avenue
Rochester, New York 14603

TALENT ASSESSMENT TESTS

The Talent Assessment Tests are designed to assess a client's manual dexterities, discrimination abilities, visualization strengths, and retention characteristics. Normative data were obtained as follows:

1. Regular twelfth graders in a midwest community of less than 5,000 population;
2. Labor Department work programs for males and females;
3. Junior high school students in a midwestern community of less than 5,000 population;
4. Junior high school students representative of a cross-section of the population; and
5. Secondary level mentally retarded students, males and females, in midwestern communities.

Each test is scored differently and each has a different point system. The average time required for administering each test varies. For example, test # 1 may require 12-15 minutes, while test # 2 may require 7-10 minutes. All tests can be given at one sitting, with test # 1 being administered first and test # 10 administered last; however, tests # 2 - 9 may be administered in any order.

The tests are composed of ten assessment instruments which can be used to relate the client's occupational abilities to over 100 job areas represented in the D.O.T. The tests provide data in such occupational areas as: structural and mechanical visualizations, size and shape discrimination, color discrimination, touch discrimination, dexterity without tools (small), dexterity without tools (large), dexterity with small tools, dexterity with larger tools, visualization flow-paths, and retention of structural and mechanical detail. The latter test area is a repeat of the first test area without a model and is used to check the client's memory span.

This assessment instrument appears to be more geared to the male segment of the population than to the female. In some instances, the jobs indicated are not common to those available in the southeastern area. Many clients taking the tests score in the lower one-third of the population norms and specific jobs for unskilled workers are not defined.

For additional information, call or write:

Talent Assessment Tests
Talent Assessment Programs
7015 Colby Avenue
Des Moines, Iowa 50311

TOOL TECHNOLOGY

The Tool Technology System by Mind is a vocational assessment and training program which is suitable for use with all students in career education and with the handicapped, disadvantaged, and mentally retarded students as well. Instructional units were developed around common handtools and the types of work for which each tool is used. Each training unit is related to a wide range of USOE trade, industrial and technical occupational choices and contains such basic materials as: correlated audiovisual lessons, consumable materials, student materials, special built simulators, tools common to occupational areas being studied, and administrative materials. The evaluator obtains instant feedback concerning the client's ability to use a specific tool. As the student progresses at his/her own rate, gains in psychomotor skills can be determined by comparing pretest performance with current levels of proficiency. In many instances, the resulting scores may be used as a basis for recommending or not recommending a student for specific vocational offerings.

Student assessment is pragmatic, as it is based on demonstrated psychomotor skills and not paper-and-pencil prediction. The system is completely reusable, does not depend upon high reading abilities, and does not serve as a threat to the student. Close supervision is required of the system's evaluator as this person must closely observe the student and note his/her progress during the entire administration process. Areas for which each student is assessed include: plumbing, tools, squares, levels, micrometers, screwdrivers, general wrenches, socket tools, pipe-fitting tools, hand drills, hammers, cutting tools, wood plane, files, handsaws, and painting tools.

For additional information, call or write:

Tool Technology System
c/o Mind Incorporated
1133 Avenue of the Americas
New York, New York 10036

TOWER SYSTEM

The Tower System is designed to measure skills, aptitudes, and work potential. It is composed of 14 broad occupational areas which are sub-divided into over 100 work samples. The system's 14 occupational areas include clerical, drafting, drawing, electronic assembly, jewelry manufacturing, leather goods, lettering, machine shop, mail clerk, optical mechanics, pantograph engraving, sewing machine operator, welding, and workshop assembly. Each of these areas contains between five and ten work samples organized by tasks which range from the simple to the complex. A user's manual with answer sheets and scoring criteria is included with the system. In addition, a textbook entitled Testing, Orientation, and Work Evaluation in Rehabilitation is included along with a small file containing three copies of all tests and 50 answer sheets for each.

It is recommended that all clients receive a medical checkup and psychological, social and rehabilitation counseling prior to being assessed by the Tower System. The system has limited application with mentally retarded students; however, some agencies have attempted to develop modified versions for use with mentally retarded students. In some instances, high reading and comprehension levels have presented problems, and the user's manual did not appear to be detailed enough in some areas. Administrative procedures are clear; however, provisions for student feedback are not adequate. Test instructions are written and are supplemented by the evaluator's explanations and demonstrations. The student is rated on a five-point scale and transparent overlays are utilized to facilitate scoring. Student's time is checked against the scoring criteria provided and the emphasis is on quality of product.

For additional information, call or write:

Tower System
Institute for the Crippled and Disabled
400 First Avenue
New York, New York 10010

VALPAR COMPONENT WORK SAMPLE SYSTEM (VCWSS)

The Valpar System is composed of 12 work samples keyed to the D.O.T. The work samples include: small tools, size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and aptitude, independent problem solving, multi-level sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, and soldering and inspection. The system would be appropriate for use in a rehabilitation facility that is vocationally oriented or it could serve as a supplement to existing evaluation systems or as a foundation upon which to build a customized evaluation program.

Each work sample manual contains such basic information as: background information, purpose, D.O.T. job classifications, work sample description, general administration procedures, instructions to clients, normative data, and a bibliography. Time, error, and performance norming data were obtained in rehabilitation facilities in Arizona and California. Currently, occupational norming data is being gathered on a geographic basis and will include disability populations. Information derived from the Valpar System is best suited for use in vocational counseling, exploration, job development and job placement.

The system is portable and storable and contains a minimum of consumable supplies. Its components can be purchased individually or as a complete system. A minimum of 600 square feet of floor space is required for all 12 work samples and no special training is required for evaluators who have had specialized training in vocational evaluation procedures. The system can be administered to clients with a wide range of abilities and educational levels. Performance is evaluated on time and error and adequate orientation and instruction to the client is provided. Each component has been carefully tested and screening procedures are easy to follow.

For additional information, call or write:

Valpar Corporation
Component Work Sample Division
Suite 108
Tucson, Arizona 85716

(602) 881-5550

VOCATIONAL INFORMATION AND EVALUATION WORK SAMPLES (VIEWS)

VIEWS is a vocational evaluation system developed specifically for the mentally retarded and learning disabled. The system includes a battery of hands-on simulated work experiences which are used to assess the work potentials of clients with learning disabilities and various levels of mental retardation. The system's hardware is durable, reusable materal and is representative of tasks found in clerical, machine works, and craft trades. A detailed user's manual, which contains information concerning standardized procedures for administering and scoring, is available with the system. In addition, an evaluator from the facility purchasing VIEWS must attend a one-week training session in Philadelphia.

Data derived from VIEWS assist vocational guidance and rehabilitation personnel in placing students in jobs and job training programs which are best suited to their particular abilities. The VIEWS evaluation process provides the client with an orientation period prior to beginning the work samples. During orientation, the client receives an overview of the entire work sample system, how and why it is used, and the area in which he/she will be working. Following the orientation phase, each work sample is demonstrated, and the client is led through the task while the evaluator describes each step. Clients are trained through those methods the evaluator finds most effective, and individualized training continues until the client masters those activities necessary for successful completion of the work samples. Once a client becomes proficient with the work samples, the production trials begin. At this point, the client's performance is evaluated against client norms available in the user's manual.

In general, VIEWS provides for numerical scores on rate of learning, quality of work and productivity. It also provides for behavioral observations concerning such traits as attention span, ability to follow instructions, and frustration tolerance.

For additional information, call or write:

Vocational Research Institute
Jewish Employment and Vocational Services
1624 Locust Street
Philadelphia, PA 19103

WIDE-RANGE EMPLOYMENT SAMPLE TEST (WREST)

The Wide-Range Employment Sample Test (WREST) was developed by Guidance Associates of Wilmington, Delaware. The WREST work samples consist of a battery of 10 tests developed for the mentally and physically handicapped by Dr. Joseph F. Jastak. The 10 areas include: single and double folding, pasting, labeling and stuffing; stapling; bottle packaging; rice measuring; screw assembly; tag stringing; swatch pasting; collating; color and shade matching; and pattern making.

The WREST does not relate the client's performance levels to occupations depicted in the D.O.T. or by the U.S.O.E. It can be administered to a client in approximately 1½ hours, and the required materials, score sheets, norms, etc. are provided in the user's manual. This employment sample test was not intended as a complete vocational evaluation battery but as a facilitative tool in helping to evaluate moderately and mildly retarded clients. Such factors as industrial norms, short administration time, precise instructions and the opportunity for retarded clients to work with the sample prior to evaluation are the major strengths of the work sample.

For additional information, call or write:

Guidance Associates
1526 Gilpin Avenue
Wilmington, Delaware 19806

WORK SAMPLE MANUALS

The following is a list of 43 work samples which are subdivided into nine major occupational areas. The occupational categories include: professional, technical, and managerial occupations; clerical and sales; farming, fishery, forestry and related occupations; machine trades; bench work; structural work; and miscellaneous occupations. For additional information, write to:

Clearinghouse
Material Development Center
Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Professional, Technical, and Managerial Work Samples:

Book Shelving

Medical Terminology

Radio Announcing

Clerical and Sales Work Samples:

Shipping, Receiving, and Freight Handling

Mail Sorting by Zip Code

Money Handling

Order Picking

Typist

Desk Calculator

Basic Accounting

Shipping Clerk

Farming, Fishery, Forestry, and Related Work Samples:

Greenhouse Worker

Potting Work

Machine Trade Work Samples:

Riveting Skills

Small Engine

Bicycle Wheel Truing

Bench Work Work Samples:

- Cylinder Lock Assembly
- Toggle Switch
- Assembly Work (Wood)
- Cardboard Partition Assembly
- U-bolt Assembly
- Fish Lamp Assembly
- Upholstery Job
- Resistor Inspection and Testing
- Electric Motor Assembly
- Wire Harness Assembly
- Arc Welding
- Electrical Wiring
- Eye-hand-foot Coordination
- Pen Assembly

Structured Work Work Samples:

- Construction Layout
- Plumbing Maintenance
- Oxy-Acetylene Welding and Cutting

Miscellaneous Work Samples:

- Credit Sales
- Nut and Bolt Packaging
- Machine Packaging
- Inserting Cards, Folding and Packing Plastic Wallet Inserts
- Travel Counselor
- Automobile Washing
- Tire Balancing
- Mechanical Aptitude
- Road Map Reading
- Bus Ticket Agent

PART II

ANNOTATED BIBLIOGRAPHY

PART II: Section 1

Establishment of a Vocational Evaluation - Work Adjustment Unit Final Report. *Springfield, Massachusetts: Goodwill Industries, Inc., 1967. (ED 023855)*

This report is based on a multi-phased demonstration and research project which sought to assist with rehabilitation problems of the severely disabled and handicapped. Virtually all services of the rehabilitation process from evaluation through placement were studied. Results included the development of a system of simulated work tasks for evaluation of an individual's potential for rehabilitation. The biggest problem identified in the evaluation phase was the client's inability to adjust to the general work setting. Four means of evaluation were used: tests, simulated work tasks, actual work tasks, and social situations. The simulated work tasks follow the models in the TOWER system, with certain modifications - greater reliance on verbal instructions, emphasis on demonstrations, and increased importance of face validity. Scoring is based on industrial norms developed using non-handicapped employees of Goodwill. The entry-level for a handicapped client is 100% of the industrial rate. Included are descriptions, objectives, instructions, and scoring procedures for 62 simulated work tasks in ten major areas: sorting, assembling, packaging, materials handling, inspection, clerical tasks, electronics, manual skills, clerical equipment operation, and janitorial.

Thurgood, Kent J. and Peterson, R. Blaine. "A Standardized Approach to Rating Work Samples." Vocational Evaluation and Work Adjustment Bulletin. Vol. 5, No. 4. (December, 1972): pp. 33-37.

As a part of "Innovations in Vocational Evaluation and Work Adjustment" this article presents a Work Sample Rating Scale for evaluating work samples. The Scale consists of statements which are rated on a 1 to 5 scale of "strongly agree" to "strongly disagree." Basic areas on the Scale are: the work sample manual, statistical data, time, cost, safety, and equipment and tools. Responses to the 36 statements are placed on a profile in order to make easy comparison of weaknesses and strengths within a given work sample. An excellent aid for the development of new work samples.

Farrar, Bill, ed. The Pre-Vocational Evaluation and Training Program. Texas State Department of Mental Health and Mental Retardation, Denton, 1973. (ED 081131)

Described is a prevocational evaluation and training program which serves 30 educable and trainable mentally handicapped students, 16 to 21 years of age, by simulating actual work conditions and training students in social behaviors, grooming, attitudes, and skills appropriate to a work environment. Procedures are explained for student referral and program admittance through interviews and criteria based grading. Included in the color coded program description are requirements for students' assessments with 20 preskill tests ranging in difficulty from a simple test of color discrimination and shape perception to tests with sheltered workshop standards, such as a packaging exercise involving visual and verbal instructions and identification of two from three dimensional representations. The unit on job sampling and simulated production is said to require students' integration of individual skills to complete 12 monitored and evaluated tests, such as cable clamp assembly or working cooperatively in assembling objects on a line. Given for the unit work program are directions, objectives, materials required, and evaluative procedures for five units in areas such as maid service or custodial training. Included are summaries of tests which are administered after retesting on preskill tests, and procedures for developing a formal evaluation report which is sent to vocational rehabilitation or institutional placement for the student's appropriate employment. Other considerations involve a token economy program after the job sampling phase, and results of studies on reliability and validity of the tests. Included are representative forms, evaluation standards, charts, and illustrations.

Guion, Robert M. Personality Testing. New York: McGraw-Hill, Inc., 1965.

Includes a chapter on measures of sensory and psychomotor abilities. Contains discussions of the following dexterity tests with reliability coefficients and validity studies: MacQuarrie Test for Mechanical Ability; O'Connor Finger and Tweezer Dexterity Tests; Purdue Pegboard; Crawford Small Parts Dexterity Test; and Minnesota Rate of Manipulation Tests. Only two coordination tests are mentioned: Purdue Hand Precision Test and the Complex Coordination Test. Little fundamental research has gone into the development of an understanding of the essentials of coordinated activity. Thus, coordination tests are not generally psychometrically sound, highly generalizable, or economical in use. The user of manipulative tests must consider the specificity or uniqueness of measurement and the lack of adequate factorial classification of the elements of psychomotor skill. A job analysis and understanding of available tests must be compared to determine which tests require movements and coordinations most like those of the job itself.

Hinton, Hollis. Viewpoints on Vocational Evaluation. Talladega, Alabama: Special Technical Facility of the Department of Adult Blind and Deaf, 1970.

This short work is devoted to giving a brief overview of the vocational evaluation process within a rehabilitation facility. Discussed are 20 different activities - tests, job samples, and work activities - which can be used in the initial evaluation of clients. Many different facets of finger dexterity exist and differing abilities to coordinate hands, eyes, and brain. There are different kinds of dexterity and different kinds of coordination. Evaluation does not consist of a single job sample predicting success. Therefore, evaluation must be done from as many angles as possible. Each of the activities include materials and equipment needed, procedures to follow, and what the activity measures, i.e., size perceiption, neuromuscular coordination, work tolerance, etc. Another section given in less detail includes several activities for testing the client in extended evaluation. At this point the evaluator should design and devise exercises of his own. Suggested activities include those related to mechanical/hand skills and the sewing trades.

Identifying a Nonverbal Aptitude Measure for Use in Counseling Secondary Level Mentally Retarded Pupils. Vermont State Department of Education, Division of Vocational-Technical Education, 1974. (ED 091913)

One-hundred forty students (mean age 17.5 years, mean full scale IQ 69.18, and mean reading grade level 3.61), in the Diversified Occupations Programs (Vermont) were investigated to determine whether the Nonreading Aptitude Test Battery (NATB) is a valid instrument for identifying occupational aptitudes of educable mentally retarded and low average students. Findings for six hypotheses indicated: (1) that a positive relationship existed between the number of occupational aptitude patterns (OAPs) obtained on the General Aptitude Test Battery (GATB) and the NATB; (2) that the mean number of OAPs identified by the NATB was significantly higher than the mean number of OAPs identified by the GATB; (3) that all aptitude scores (on both tests) except on clerical perception were significantly related to full scale IQ; (4) that there was no difference in relationship between verbal IQ and cognitive aptitude scores by students on both tests; (5) that there was a positive relationship between performance IQ and all aptitude measures of the GATB and NATB, with the exception of the clerical perception and motor coordination measures; and (6) that there was a significant relationship on both tests between reading score measures and aptitude scores for intelligence, verbal ability, numerical ability, and motor coordination. The findings implied that counselors and placement officials for retarded and borderline students should seriously consider selecting the NATB over the GATB. Included in appendices are items such as descriptions of the tests, definitions of aptitudes measured by the tests, and statistical data.

Institute for the Crippled and Disabled. TOWER Testing, Orientation and Work Evaluation in Rehabilitation. New York: Institute for the Crippled and Disabled, 1967.

This short book gives a complete overview of the rehabilitation process within the Institute for the Crippled and Disabled. It places vocational evaluation in historical perspective and gives a survey of the theory, development, purpose, and application of the TOWER system. It includes highlights of federal and state vocational rehabilitation programs in the 20th century and reviews the various aspects of vocational evaluation. Examples of the evaluation format and criteria for the TOWER work samples are given. The roles of various members of the rehabilitation team are discussed. A reading list consisting of references related to the total rehabilitation process is included.

Kleinschmidt, George J. "A Comparison of Psychological and Psychomotor Tests to Determine the Best Predictor of Vocational Success," Vocational Evaluation and Work Adjustment Bulletin, Vol. 4, No. 1 (March, 1971): pp. 13-20.

A research study involving a small sample of institutionalized mentally retarded (I.Q. range 43-75) were tested, using the following instruments: Minnesota Rate Manipulation Placing Test (MRMP), Minnesota Rate of Manipulation Turning Test (MRMT); General Aptitude Test Battery (GATB): Weschler Adult Intelligence Scale (WAIS) - total score; and WAIS - performance score. The unit staff determined performance levels based on attendance and punctuality, perseverance, quality and quantity of production, and supervisory/co-worker relationships. No significant correlations were found at the .05 level, but MRMT was significant at .10 level which indicates it may be the best predictor available at the present.

Patten, David C. "A Reaction to Industry Produced Evaluation Systems." Vocational Evaluation and Work Adjustment Bulletin, Vol. 6, No. 2, (1973): pp. 33-35.

This article is based on an industry produced evaluation system. The author indicates that client norms are not based upon disability groups, and the industrial norms are inadequate. Information on content validity, predictive validity, and reliability, is not given. The systems produced by industry are only tools to gain work experience or vocational exploration which contain standardized instruction along with face validity.

Roberts, Robert C. Development of an Instrument for Prescribing Compensatory Education for Vocational Trainees. Washington State Commission for Vocational Education Research Coordinating Unit, 1975.

Final report of a project conducted by the Renton Vocational Technical Institute to develop three pre-entry criterion-referenced tests (skill checks). These skill checks are designed (1) to assess the applicant's verbal and numerical competencies which are identified as prerequisites to successful training in the specific vocational area, and (2) to assess an implementation of remedial education based on deficiencies identified by the skills checks. Skills checks are included for the vocational training areas of Office Occupations, Automotive Mechanics, and Machine Shop. All skills checks have undergone field testing, item analysis, measures of validity (when possible), and evaluation by a third party. Rationale for using criterion-referenced tests rather than standardized tests is well documented. Development of the skills checks was accomplished through content analysis of textbooks, interviews with teachers and interviews with students.

Sax, Arnold. "Work Samples," Crow, Stanley H. editor. Positions on the Practice of Vocational Evaluation. Washington, D.C. Vocational Evaluation and Work Adjustment Association, 1973. (ED 109386)

A thorough discussion of work samples which includes advantages and disadvantages of this method of evaluation. Work samples should be based on job analysis. Development of a manual is critical and should contain detailed administrative instructions for the evaluator. Detailed instructions are given to the client: (1) to orient the work sample to jobs in the community, (2) to instruct him/her as to what to do and how to do it, and (3) to aid in assessment of how well the client can learn to do the task following standardized instruction. Measurement of performance should be based on actual industrial production levels. Client norms are limited in usefulness. If a client attains a 70-75% of the industrial norm, then he/she should meet minimum qualifications for work in that industry. Effective evaluation involves the whole person. Maintaining face validity of the work sample is extremely important in maintaining the client's morale and cooperation.

Timmerman, William J. and Doctor, Allan C. Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded. Stryker, Ohio: Quadco Rehabilitation Center, Inc., 1974. (ED 109425)

This report reviews the current state of work evaluation for the TMR and research needs. A definition of terms and a bibliography for research are included. The section examining the use of standard tests reviews the validity of the various testing instruments. Work samples and rating scales are evaluated regarding their accuracy. Methodological questions are also raised regarding comprehensive test batteries and interest testing for complete profiles. A review of four articles discusses the TMR as workers. A summary reviews the preceding sections. The conclusions stress the need for: reliable evaluation instruments, further development of the comprehensive test battery incorporating interest tests and sophistication assessment, and improving the rating scale for predicting vocational potential. It was found that standardized tests of aptitude, perception, and dexterity are of little benefit.

It was also found in one report that employers are generally more amenable to reports of work sample performance than to test scores or profiles.

Tobias, J. and Gordlich, J. "The Effectiveness of the Purdue Pegboard in Evaluating Work Potential of Retarded Adults." Training School Bulletin, Vol. 57 (1960): pp. 94-103.

An often referenced article which reports findings of research conducted at the Association for Help of Retarded Children (AHRC) Sheltered Workshop and Training Center of New York City. It appears from the study that (1) Purdue Pegboard is a "more effective predictor of the productivity efficiency of the retarded than it is of normals" and (2) "whereas tests of dexterity for normals must be fairly specific to a criterion task before they reach acceptable levels of validity, the correlation coefficients between the Purdue Pegboard and a variety of production tasks were impressively high." Correlations were determined using a small parts assembly (ball-point pen assembly) and a wire clamp assembly.

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations. Iowa State Department of Public Instruction, Special Needs Section, 1973. (ED 106654)

A two-day workshop in Council Bluffs, Iowa organized by the Special Needs Section, Iowa Department of Public Instruction, reviewed commercial vocational assessment systems for possible inclusion in educational programs in secondary public schools, area vocational and community colleges, and correctional institutions. The document consists of compilations of workshop presentations, as well as supplementary information on the Wide Range Achievement Test, APEX (American Paper Exporters Association), and Talent Assessment Programs. Four presentations were related to the Singer Graflex System and its uses for career exploration as well as for mentally retarded and correctional programs. When the Singer system is used with mentally handicapped, only six to eight stations are used. The client's interest, attitude, performance, and quality are used to determine his/her level of vocational maturity, not to identify future welders (success). Two presentations covered JEVS Jewish Employment and Vocational Service, Philadelphia) work sample battery and its implications for community colleges. One described the TOWER (Institute for Crippled and Disabled, New York) system of vocational evaluation, while another provided a JEVS/Singer Graflex/TOWER comparison. This comparison is very thorough and included the system's development, organization, work evaluation process, administration, scoring, norms, observation, reporting, utility, training required, current status, and positive features. A concluding section by the Chief, Special Needs Section, provides workshop observations and implications. The workshops indicated no specific vocational assessment system provides total comprehensive evaluation; each system has its strengths and weaknesses. Tool handling success is dependent upon evaluator skill with clients. Likewise, various assessment systems have different implications with special needs groups.

Winick, Albert B. *A Format in Assessing the Mentally Retarded for Vocational Activation Utilizing the Clinicians Insights.* *Ph.D. Dissertation, Walden University, 1974. (ED 118614)*

Evaluation of many aspects of behavior leads to a format which includes a battery of psychological tests. Reported is such a battery which assessed intellectual capacity and functioning, personality characteristics, academic achievement, aptitudes, and preferences. Tests were selected for their usability and appropriateness with the mentally retarded, based on a thorough review of the literature (included). The importance of the format is that it includes the author's clinical interpretations and insights on the examinee's responses and reactions to the tests. These clinical interpretations are given for subscores on the WAIS, for example, which could be very beneficial to the overall vocational evaluation of the mentally retarded. Some conclusions and recommendations are: the focus of the assessment should be on the identification of areas of strength rather than weakness; social competence is one of the most important determinants for vocational functioning; and, predictive measures should be used more as estimates of preparation for the next step in training or placement than as determiners of the future.

PART II: Section 2

Brolin, Donn E. *Vocational Preparation of Retarded Citizens.* *Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.*

This new book is the author's conceptualization of how the retarded can best be vocationally prepared. It is written in a "how-to-do-it" approach and presents information in an orderly sequence. Three sections subdivide the text: Part 1 - Basic Background; Part 2 - Techniques of Vocational Preparation; and Part 3 - Program Models and Evaluation. Vocational education is discussed in four phases: clinical assessment, work evaluation, work adjustment, and on-the-job tryouts. Work evaluation is divided into four areas: vocational tests, work/job samples, intake and other counseling interviews, and situational assessment. Nine vocational aptitude tests are reviewed as well as four interest tests. The section on work and job samples lists advantages and disadvantages and also discusses the development of work samples. Four work evaluation systems (TOWER, JEVS, SINGER, and WREST) are discussed at length and several others are mentioned with less detail. A fairly comprehensive list of references is included and the appendices contain procedures for conducting a job analysis and a format for a work sample manual.

Daniels, Lloyd Keith, ed. *Vocational Rehabilitation of the Mentally Retarded - A Book of Readings.* *Charles C. Thomas, Publisher, 1974.*

This book of over 600 pages is the most comprehensive compilation of current information available on the subject of vocational rehabilitation of the mentally retarded. It consists of seven sections. The first section deals with the rationale and use of behavior modification techniques derived from learning theories that are in use in many training centers today. The next two sections are devoted to work study programs and vocational training. The fourth section presents a conceptual framework for work adjustment training, appraisal techniques, predictive criteria, the sheltered workshop, and vocational adjustment training. The fifth and sixth parts deal with community adjustment and employment. The seventh section describes the role of professionals, nonprofessionals, and volunteers who work with the retarded. The fourth section contains articles directly concerned with vocational evaluation of the mentally retarded. "Methods of Assessing the Vocational Adjustment Potential of the Mentally Handicapped" by C. H. Patterson discusses the use of standardized tests and includes a brief description of each. Patterson feels too much emphasis is being placed on work samples and that prolonged observation in a work setting appears to hold promise for the evaluation of personal-social factors in work adjustment. "An Examination of Selected Pre-vocational Techniques Utilized in Programs for the Mentally Retarded" by Arthur D. Burdett is an examination of the work sample approach and psychometric evaluative techniques that are in use. Other articles include "Evaluation of Vocational Potential of

Mentally Retarded Young Adults" by Jack Tobias, and "Using Employer Job-Sites in Evaluation of the Mentally Retarded for Employability" by James A. Bitter.

Hinrichs, Roy S. and Stone, Gary A. Sources of Information - Vocational Programs for the Handicapped. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education, 1976.

The reported literature cited in this publication is the result of a computer assisted information retrieval service provided by the Mitchel Memorial Library at Mississippi State University. The search was confined to the AIM/ARM data base. Thirty-one descriptors from more than 100 were identified as being most appropriate to the topic. The computer search initially uncovered 228 citations. Those dated before 1970 were omitted, as well as others that, in the judgement of the compilers, were not germane to the topic. Also included is a list of projects currently under funding by the U.S.O.E. in the predominant priority area of Educational Personnel Serving the Educationally Disadvantaged, Handicapped, and Minorities.

Kirk, Samual A. Educating Exceptional Children. Boston: Houghton Mifflin Co., 1972.

A unified and integrated textbook which combines the characteristics of exceptional children with their education. The author views growth and development of exceptional children as "intra-individual differences." Topics discussed include: specific learning disabilities; speech handicapped; intellectually gifted; children with low intelligence; educable mentally retarded children; trainable mentally retarded children; visually handicapped children; neurologic, orthopedic, and other health impaired children; children with behavior disorders; and administrative organizations. Children with low intelligence are classified, possible causes discussed, and their prevalence given. Educable mentally retarded are discussed in terms of growth patterns, characteristics, purposes, and objectives of educating them. An educational overview for EMRs is included which cites research on achievement in reading and arithmetic, artistic and musical abilities, and physical activities. Also, a section discusses how EMRs adjust to the community. The organization of an educational program from pre-school through post-school is given with certain adaptations of instructional materials and procedures examined.

Kolstoe, Oliver P. and Frey, Roger M. A High School Work-Study Program for Mentally Subnormal Students. Carbondale, Illinois: Southern Illinois University Press, 1965.

The authors pay considerable attention to a rationale which may be of use to administrators and school board members. Content is for teachers and work-study supervisors. The authors also give a historical outline of what has been done for the mentally handicapped when viewed as a developmental defect, psychological defect, medical defect, educational defect, and adaptive behavior. Characteristics and curricular needs of the mentally subnormal are discussed. An actual organization of a high school work-study program for mentally subnormal is given with five vocational skills identified as being needed in virtually all employment situations: (1) dexterity and coordination, (2) ability to persist, (3) work under varying conditions of pressure, time, noise, distraction, or supervision, (4) responsibility for getting to and from the job, and (5) realistic job expectations. The work program revolves around these principles of vocational development: pre-vocational evaluation phase, job tryout phase, and permanent placement. An academic program for mentally subnormal should emphasize personal and social skills. Included is an outline for basic skills in reading, writing, arithmetic, and spelling, based on each level of the work program. Services available and staff functions of a sheltered workshop are discussed. Appendices include: a suggested work schedule, employer's progress report and evaluation report, and a job analysis report.

Lake, Thomas P., ed. Career Education: Exemplary Programs for the Handicapped. Reston, Virginia: Council for Exceptional Children, 1974. (ED 101489)

The publication contains reports of six career education programs for handicapped adolescents and young adults. Described is the Career Development Center, an alternative high school program in Syosset, New York, which offers academic and vocational learning opportunities to students (15 to 21 years old) who have difficulty adjusting to public schools. A mobile van program examined the employment potentials of tenth grade special education students in Baltimore, Maryland, assessed by means of psychometric tests, work samples, and observation of work behavior. Also noted is Project SERVE in St. Paul, Minnesota, in which approximately 437 educable mentally handicapped students (grades 10-12) spend half of each day either at the school or in community-based job training programs. Project Worker of Fullerton, California, is characterized as a program in which teenaged job seekers learn to locate jobs and interview, develop job skills, and train in settings both on and off campus. The Technical Vocational Program for Deaf Students is reported to include a 12-week preparatory program designed to help postsecondary deaf students in social, vocational, and academic adjustment, as well as courses in industrial, technical, business, distributive, health, and service areas. The Vocational Village of Portland, Oregon, is said to offer personalized career education to young persons (14 - 21 years old) who have dropped out of high school, been referred by penal institutions and the courts, or transferred from regular high schools due to physical, mental, or emotional problems.

Meyer, Judy. *Self-Evaluation Guide for Local Districts for Vocational Education of Handicapped Students.* *Houston, Texas: Center for Human Resources, College of Business Administration, University of Houston, 1972.*

The author outlined four sets of questions for self evaluation of vocational education programs for the handicapped. Part I questions deal with the vocational program - substantiation for vocational units operating, student selection and referral, vocational class content and methodology, program completions and dropouts, teachers, and employer use. Part II deals with the coordination effort - interfacing with special education, parental involvement, continuity of student's preparation for vocational education, and coordination with the cooperative program. (Rehabilitation Commission.) Part III evaluates the administrative coordination - program facilities and organizational structure. Part IV deals with the product evaluation and follow-up evaluation. The importance of having a program philosophy with specific objectives developed from it is emphasized. A sample statement of a philosophy of a vocational education program for the handicapped is given. Evaluation must include process and product if it is to be effective.

Peterson, Richard O. and Jones, Edna M. *Guide to Jobs for the Mentally Retarded.* *Pittsburg, Pennsylvania: American Institute for Research, 1964.*

This book is designed as a comprehensive tool for programs of training and placement of the mentally retarded. The initial sections examine data on past experiences in placement of retardates in competitive jobs and explore the possibilities of expanding placements in new job types and new ideas. Other sections describe the development and content of a system of job descriptions and provide guidelines for the development of a comprehensive program for the training and placements of retarded persons. Part II presents a system for describing job requirements. Job requirements include specific work activities and the more general personal characteristics needed for performance of a given job. These include social skills, time factors, performance skills, and tolerance. Four profiles are presented with information consisting of: the specific job profiles, the master profiles for families of job profiles, the core profiles for job activities which cut across groups of profiles in different fields or families, the training profiles, and information for personal characteristics profiles. The different sets of profiles present the same basic information, divided in different ways so that the system of information can be approached from several standpoints. All are extensively cross-indexed for ease of reference and provide the educator flexibility in adapting the information to the specific needs of his/her community and his/her clients.

Plue, William V. and others. Vocational Education Curriculum Guide for the High School E.M.R.: A Field Test Copy. Hattiesburg, Mississippi: University of Southern Mississippi, Bureau of Educational Research, 1972. (ED 070901)

This vocational education curriculum guide for educable mentally handicapped high school students was developed by a professor from the University of Southern Mississippi's Department of Special Education to be field-tested, revised, and expanded. Under the general competencies of psychomotor skills, social maturity, and environmental concerns, sample topical units include behavioral objectives, unit rationales, learning activities, and teaching suggestions. Job description samples and sample work performances are appended which include the purpose of the test, materials needed, instructions, and scoring procedures.

Plue, William V. Vocational Education for the Educable Mentally Retarded. Research Monograph No. 11, Vol. 1. Hattiesburg, Mississippi: University of Southern Mississippi, Bureau of Educational Research, 1972. (ED 070900)

Intended as a basis for vocational curriculum development for educators working with educable mentally handicapped high school students, this research study of work attitudes necessary for the educable retarded includes extensive data resulting from a 5-year investigation of unique factors important for vocational adjustment. The first four chapters consist of literature reviews in these areas: (1) general reviews in vocational education, (2) psychomotor goal implications, (3) social development implications, and (4) work experience, community, and society relationships. Cooperative demonstration programs are discussed in the fifth and sixth chapters, in an attempt to isolate characteristics leading specifically to vocational success for the retarded. Interpretations of structured interviews of vocational education personnel in Mississippi who work with the educable mentally handicapped are presented, and a summary of the research findings indicates that the general goals of social maturity, psychomotor skills development, and environmental comprehension, appear most relevant to the vocational needs of these students. A wide range of tables presents the data.

Szoke, Claire Olson. To Serve Those Who are Handicapped - Procedures and Format to Implement a Model Career Education Program for the Handicapped. Champaign, Illinois: Technical Education Research Centers/Midwest, 1973.

This is the final report of a project to develop a model career education program for the handicapped. Part I of this report deals with the project objectives and gives an overview. Criteria for selection of both physically and mentally handicapped are included. A section on vocational assessment and counseling discusses the various phases -

clinical, interview, standardized tests and work samples, and work experience in a diagnostic center. The operation of the program includes an occupational orientation, pre-vocational work experience, vocational skill preparation, special services, work experience programs, job placement, and follow-up. Guidelines for integration of handicapped into regular classes are included. Staffing and administrative procedures are included. Part II consists of suggested forms to be used in evaluation, administration, and program evaluation. The section on tests and program offerings gives examples of work samples and potential work experience stations.

Work-Study Program for Handicapped Children. Droville, California: Butte County Superintendent of Schools, 1974. (ED 100104)

Presented is the final report of a three-year study program (funded under Title VI) to increase the employability of 95 mentally or physically handicapped high school students. Project objectives included determination of requirements for 50 local jobs, development of 50 slide-film sets to provide job task information, assessment of student employability, placement and evaluation of qualified students in appropriate paid work stations, project evaluation, and dissemination of project information. Cited are project strengths (such as successful placement of target students), project weaknesses (such as the need for more job qualification profiles), and recommendations (for workshops/conferences and meetings with local school officials). Project results are reported, including determination of employment requirements for 57 local jobs, completion of slide films and audiotapes for 22 jobs, completion of employability assessment of 85 students, and successful performance by 27 students in paid part-time work stations. Commendations by an audit team include praise for the variety of work stations developed. An appendix of project forms is attanced which includes the job qualification profile used to determine requirements for each job.

Yamagata, Barbara and others. Curriculum Guide for the Work-Study Program, 1974. Fairfax County, Virginia: 1974. (ED 100094)

Presented is the 1974 work-study program curriculum guide for mildly retarded secondary school students from Fairfax County, Virginia. The vocational program's four-fold goal is to develop curriculum materials, train personnel, develop instructional techniques, and provide logistics support to further the employment potential of students. The program description provides charts which correlate the goals to the following communication skills and developing personal/social and specific occupational skills. Responsibilities of intermediate and high school staff members are listed. Job placement and termination procedures noted include screening eligible students and evaluating student work experience. Sample lists of needed vocational, academic, social, and personal skills are delineated for the following core areas: consumer and home management (child care), public service (food service), business (clerical and stock clerk), and construction helper. Guidelines and diagrams are given for classroom and occupational laboratory organization. Program forms and program evaluation components are listed. An appendix contains forms for an opinion survey, lesson plans, student progress reports, work study program agreements, and follow-up procedures.

EJ134556 EC080983
A Vocational Assessment Battery for the Educable Mentally Retarded and Low Literate.
Alcorn, Charles L.; Nicholson, Charles L. Education and Training of the Mentally Retarded; 10; 2; 78-83 Apr 75
Descriptors: *Educable Mentally Handicapped/ *Student Evaluation/ *Evaluation Methods/ *Vocational Counseling/ *Employment Potential/ Exceptional Child Education/ Mentally Handicapped/ Elementary Secondary Education/ Job Skills

EJ127068 AA521462
The educational needs of the mentally handicapped
Hughes, J.M. Educational Research; 17; 3; 228-33 Jun
Descriptors: *Educational Research/ *Educational Needs/ *Mentally Handicapped/ *Research Design/ *Student Evaluation/ Educational Objectives/ Data Analysis/ Questionnaires/ Interpersonal Competence
The education needs of mentally handicapped children in the "new" day special schools were examined from three major perspectives. (Author/RK)

EJ123896 CG509142
Vocational Appraisal of the EMR Adolescent: An Exploratory Study of a Public School Class
Shelton, Jeffrey. Journal of the International Association of Pupil Personnel Workers; 11; 4; 156-158 and 205-206 Sep 75
Descriptors: *Educable Mentally Handicapped/ *Mentally Retardation/ *Prevocational Education/ *Vocational Education/ *Career Awareness/ Research Projects/ Trainable Mentally Handicapped/ Occupational Aspiration/ Secondary Education
Identifiers: *Vocational Interest and Sophistication Assessment
In this study male students in an educable mentally retarded class were administered the VISA, a reading-free measure of job sophistication and interests. Results were seen as potentially useful for a) assessment of group needs prior to a curriculum block on vocational awareness, and b) vocational planning with individual students. (Author)

EJ122313 CG509041
Intelligence, Creativity, and Performance Abilities of EMR Pupils
Cooper, Joel B., Richmond, Bert D. Psychology in the Schools; 12; 3; 304-308 Jul 75
Descriptors: *Educable Mentally Handicapped/ *Mentally Retardation/ *Intelligence/ *Creativity/ *Performance Criteria/ Research Projects/ Behavior Patterns/ Evaluation Criteria
Examines the relationships between intelligence, creativity, and the performance of EMR pupils as rated by their teachers. For this group of 217 subjects, equally distributed among black, white, male, and female, creativity appears to be as important as intelligence, or more so, in determining their rated performance scores. (Author)

EJ120555 CE503324
Slow Learners Speed Up
Becker, Leonard Manpower; 7; 7; 2-6 Jul 75
Descriptors: *Slow Learners/ *Work Experience Programs/ *Vocational Education/ Vocational Development/ Secondary Education/ Skill Development

The article describes a work/study program for slow learners where the students spend a month at the Brooklyn Bureau's Department for the Handicapped, an agency where the physically and emotionally handicapped are given a comprehensive program or work training, job placement, homemaker training, and recreation. (Author/JB)

EJ11952 EC071657
Identifying Children's Abilities in Classes for the MR
Lombardi, Thomas P. Mental Retardation; 13; 1; 3-6 Feb 75
Descriptors: *Educable Mentally Handicapped/ *Learning Disabilities/ *Psycholinguistics/ *Student Evaluation/Exceptional Child Research/ Mentally Handicapped/ Curriculum Design
Indentifiers: *Illinois Test of Psycholinguistic Abilitiites/Learning Styles

Utilizing the Illinois Test of Psycholinguistic Abilities and the Slosson Intelligence Test, 34 children from three intermediate classes designed for the educable mentally retarded were evaluated to denote inter- and intravariability of their learning abilities. (Author)

EJ115829 EA505936
Vocational Training for Special Education Students
Rich, Gertrude B. Catalyst for Change; 4; 3; 8-9, 18 Spr 75
Descriptors: *Special Education/ *Vocational Education/ *Cooperative Education/ *Job Training/ *Trainable Mentally Handicapped/ Experimental Programs/ Work Experience Programs/ Secondary Education

EJ113499 UD503460
The Multi-Dimensional Model for the Assessment of Children Referred for Classes for Mental Retardation
Buck, Mildred R. Journal of Afro-American Issues; 3; 1; 91-102 W 75
Descriptors: *Measurement Techniques/ *Mental Retardation/ *Mentally Handicapped/ *Cognitive Measurement/ *Student Evaluation/ Negro Students/ Negro Youth/ Learning Disabilities/ Testing

The placement of a child, especially a black child, in a class for mental retardation on the basis of a purely psychometric criterion cannot be tolerated. The use of a multi-dimensional assessment model is suggested, involving diagnosis in several areas of functioning: psychological, academic achievement, intellectual functioning, perceptual, and social development and adjustment. (EH)

EJ112562 EC070828
Program Accountability in Mental Retardation
Grossman, Herbert J.; Rowitz, Louis Mental Retardation: 12; 6; 8-11 Dec 74
Descriptors: *Mentally Handicapped/ *Educational Accountability/ *Program Evaluation/ *Evaluation Methods/ Exceptional Child Research/ Historical Reviews/ Administration/ Research Reviews (Publications)/ Delivery Systems
Presented are a history, a review of evaluation research, and suggested future directions in program accountability for the retarded. (CL)

EJ112531 EC070764
Job Application Vocabulary
Wilson, Richard J. Pointer; 19; 2; 114-5 W 74
Descriptors: *Mentally Handicapped/ *Secondary Education/ *Vocational Education/ *Word Recognition/ *Vocabulary/ Exceptional Child Education/ Reading Comprehension
Listed for vocational training of mentally retarded secondary students are 250 words (such as photograph and salary) most frequently found on employment applications. (CL)

EJ112528 EC07C61
Occupational Preparation of Secondary Educable Students
Shanyfelt, Paul A. Pointer; 19; 2; 106-10 W 74
Descriptors: *Educable Mentally Handicapped/ *Vocational Education/ *Program Descriptors/ *Followup Studies/ Exceptional Child Education/ Mentally Handicapped/ Young Adults/ Vocational Schools/ Employment/ Job Skills
Presented are a description of a 5-year occupational preparation program for 305 educable mentally retarded students 12- to 21-years-old, and the results of a followup study of 144 program graduates. (CL)

EJ104216 EC062269
Critical Issues in Job Placement of the Educable Mentally Retarded
Brolin, Donn; Kokaska, Charles Rehabilitation Literature; 35, 6; 174-7 June 74
Descriptors: *Exceptional Child Education/ *Educable Mentally Handicapped/ *Job Placement/ *Vocational Adjustment/ *Vocational Rehabilitation/ Mentally Handicapped/ Evaluation/ Stereotypes/ Employment Potential/ Educational Needs

EJ096114 EC060885
Factors Affecting Production by the Retarded: Base Rate
Gold, Marc W. Mental Retardation; 11; 6; 41-5 Dec 73
Descriptors: *Exceptional Child Research/ *Educable Mentally Handicapped/ *Trainable Mentally Handicapped/ *Vocational Rehabilitation/ *Task Performance/ Mentally Handicapped/ Adolescents/ Sheltered Workshops/ Job Skills

Twenty educable or trainable retarded adolescents and adults in three sheltered workshops, who worked either 1 or 3 hours per day for 10 days under a no-external reinforcement condition, assembled a 14-piece bicycle brake. (Author/MS)

EJ094675 EC050752
Simulation for Special Education
Schulz, Jane B. Education and Training of the Mentally Retarded; 8; 3; 37-40 Oct 73
Descriptors: *Exceptional Child Education/ *Educable Mentally Handicapped/ *Vocational Education/ *Simulation/ *Games/ Mentally Handicapped/ Teaching Methods/ Job Skills/ Vocational Adjustment
Provided are procedures for employment experience simulation in the form of a grocery store game for special teachers to use in vocational training of educable mentally retarded students. (MC)

EJ089883 JC500592
PERCOG: A Second Report
Taylor, Karl K. Community College Frontiers; 2; 1; 8-12 F 73
Descriptors: *Educationally Disadvantaged/ *Student Evaluation/ *Community Colleges/ *Student Testing/ *Educational Attitudes/ Vision Tests/ Auditory Tests
Identifiers: Peabody Picture Vocabulary Test/ Purdue Perceptual Motor Survey
Presented a number of evaluative instruments to determine if remedial students had problems which prevented them from learning and to determine if they had learning disabilities which could not be overcome simply by increased interest in education or an improved attitude toward it. (Author/RK)

EJ086028 EC052511
Occupational Exploration Practices: A Pilot Study to Increase the Vocational Sophistic Sophistication of Slow Learners
Salomone, Paul R.; and Others Mental Retardation; 11; 4; 3-7 Aug 73
Descriptors: *Exceptional Child Research/ *Educable Mentally Handicapped/ *Vocational Education/ *Field Trips/ Mentally Handicapped/ Adolescents/ Young Adults

EJ083641 VT505116
A Special Program for Special Students
Tinney, Gladys R. Journal of Home Economics; 65; 3; 24-26 Mar 73
Descriptors: *Vocational Rehabilitation/ *Educable Mentally Handicapped/ *Retarded Children/ *Rehabilitation Programs/ Vocational Training Centers/ Work Attitudes/ Job Skills/ Work Experience/ Occupational Information

EJ081318 EC051944
Vocational Evaluation: Special Education's Responsibility
Brolin, Donn Education and Training of the Mentally Retarded; 8; 1; 12-7 Feb 73
Descriptors: *Exceptional Child Education/ *Educable Mentally Handicapped/ *Vocational Education/ *Evaluation Methods/ *Models/ Mentally Handicapped/ Adolescents/ Young Adults/ School Role/ Conceptual Schemes

EJ081305 EC051815
Career Education Needs of Secondary Educable Students
Brolin, Donn Exceptional Children; 39; 8; 619-24 May 73
Descriptors: *Exceptional Child Research/ *Educable Mentally Handicapped/ *Secondary School Students/ *Vocational Education/ Mentally Handicapped/ Questionnaires/ Manpower Needs

EJ079927 VT504900
Handicapped Become First-Class Citizens at St. Paul's O. T. C.
Durand, John; and Others School Shop; 32; 9; 32-35 May 73
Descriptors: *Handicapped/ *Job Training/ *Educationally Disadvantaged/ *Disadvantaged Groups/ *Vocational Education/ Vocational Rehabilitation/ Work Attitudes/ Program Descriptions/ Sheltered Workshops/ Job Placement
Describes the program of the Occupational Training Center in St. Paul, Minnesota. (SB)

EJ074678 EC051113
Project Worker: Videotaping Work Stations in Industry
Retzlaff, Walter F. Teaching Exceptional Children; 5; 3; 135-7 Spr 73
Descriptors: Adolescents/ *Educable Mentally Handicapped/ Educational Programs/ *Exceptional Child Education/ Instructional Media/ *Learning Disabilities/ Mentally Handicapped/ *Physically Handicapped/ Program Descriptions/ Tape Recordings/ Video Tape Recordings/ *Vocational Education/ Young Adults
Described is Project Worker, a program which uses audiotapes and videotapes (showing work stations in various industries) in classrooms to improve the vocational skills of educable mentally retarded, educationally handicapped, or orthpedically handicapped students (14- to 19-years-old). (GW)

EJ071589 EC050786
Vocational Rehabilitation Concepts in the Education of Teachers of the Retarded
Cohen, Julius S. Education and Training of the Mentally Retarded; 7; 4; 189-94 Dec 72

Descriptors: *Exceptional Child Education/Interdisciplinary Approach/ *Legislation/ *Mentally Handicapped/ *Teacher Education/ *Vocational Rehabilitation

The exclusion of vocational rehabilitation concepts within special education programs for the mentally handicapped is considered from a historical perspective, and suggested is a model of teacher instruction to better meet vocational needs of the retarded student. (Author/DB)

EJ068301 EC050598

Clerical Training for the Mentally Retarded on a College Campus

Baxter, Jan M. Education and Training of the Mentally Retarded; 7; 3; 135-40 Oct 72

Descriptors: *Clerical Occupational/ *Exceptional Child Research/ Females/ *Mentally Handicapped/ *Vocational Education/ *Young Adults

EJ068258 EC050554

A New Venture in Vocational Habilitation for the Educable Mentally Retarded

Betterman, Gene Education and Training of the Mentally Retarded; 7; 2; 88-91 Apr 72

Descriptors: Adolescents/ *Educable Mentally Handicapped/ *Exceptional Child Education/ Mentally Handicapped/ *On the Job Training/ *Program Descriptions/ *Vocational Education/ Young Adults

Described is a vocational education project in which a service station was opened to provide on the job work experience for educable mentally retarded males aged 16 to 21. (GW)

EJ068250 EC050495

Classification as Mentally Retarded: A Determinant of Vocational Rehabilitation Outcomes?

Elo, Margaret R.: Hendel, Darwin D. American Journal of Mental Deficiency; 77; 2; 190-98 Sept 72

Descriptors: *Classification/ *Counseling Effectiveness/ *Exceptional Child Research/ Mental Retardation/ *Mentally Handicapped/ *Vocational Rehabilitation

EJ068227 EC050472

Occupational Training for Retarded Persons

Borrelli, Alfred Mental Retardation; 10; 5; 15-17 Oct 72

Descriptors: Admission Criteria/ Agency Role/ *Exceptional Child Services/ Government Role/ *Mentally Handicapped/ On the Job Training/ Recreational Programs/ *Sheltered Workshops/ *Vocational Rehabilitation/ *Work Study Programs

Provided is an overview of basic governmental and private agency rehabilitation programs for mentally retarded persons including vocational training programs, on the job training programs, work study programs, and recreational programs. (Author/GW)

EJ064864 EC050007

Self Concept of Ability As a Worker Scale

Burke, Donald A.; Sellin, Donald F. Exceptional Children; 39; 2; 145-51 Oct 72

Descriptors: Ability Identification/ *Educable Mentally Handicapped/ *Exceptional Child Education/ Mentally Handicapped/ *Rating Scales/ *Self Concept/ *Vocational Aptitude

Present a copy of the self concept of ability as a worker scale, designed for use as an aid in teaching and counseling the educable retarded adolescent. (Author/CB)

EJ064861 EC050004

Measuring the Self Concept of Ability As a Worker

Burke, Donald A.; Sellin, Donald F. Exceptional Children; 39; 2; 126-32 Oct 72

Descriptors: Ability Identification/ *Educable Mentally Handicapped/ Employment Potential/ *Exceptional Child Education/ Measurement/ Mentally Handicapped/ *Rating Scales/ *Self Concept/ *Vocational Aptitude

The relationship of self concept of ability to performance is discussed, and the need for a measurement device for the self concept of work ability of educable mentally retarded adolescents is identified. (Author)

EJ062702 EC042560

Validity of an Automated Measure of Intelligence in Borderline Retarded Subjects

Elwood, David L. American Journal of Mental Deficiency; 77; 1; 90-94 Jul 72

Descriptors: Administration/ *Educable Mentally Handicapped/ *Exceptional Child Research/ *Intelligence Tests/ *Measurement Techniques/ Mentally Handicapped/ *Test Validity

EJ062018 EC042533

Value of Rehabilitation Services and Correlates of Vocational Success with the Mentally Retarded

Brolin, Donn American Journal of Mental Deficiency; 76; 6; 644-51 May 72

Descriptors: *Agencies/ *Exceptional Child Research/ Males/ *Mentally Handicapped/ Sex Differences/ *Vocational Aptitude/ *Vocational Rehabilitation

EJ051958 RE503698
Measuring Spatial Aptitudes of the Retarded
Hartlage, Lawrence C. Perceptual and Motor Skills; 33; 2 pt2; 1107-10 Dec 71
Descriptors: Ability/ *Educable Mentally Handicapped/ Intelligence/ *Measurement Instruments/ *Measurement Techniques/ Performance Factors/ Reliability/ *Space Orientation/ Validity/ *Vocational Aptitude

EJ044381 EC033316
Rehabilitation of the Dull-Normal Retarded
James, Raymond J. Australian Journal of Mental Retardation; 1; 6; 196-8 Jun 71
Descriptors: *Educable Mentally Handicapped/ Employment Experience/ *Exceptional Child Services/ Mentally Handicapped/ *Rehabilitation Centers/ *Vocational Rehabilitation

EJ036543 EC032085
Classroom Techniques: Work Stations for Job-Related Skills
Hrubi, Joseph R. Education and Training of the Mentally Retarded; 6; 2; 70-3 Apr 71
Descriptors: *Educable Mentally Handicapped/ Employment Opportunities/ *Exceptional Child Education/ Mentally Handicapped/ *Vocational Education/ *Vocational Schools
Identifiers: Massachusetts

EJ035587 VT502255
Vocational Training for the Educable
Rudd, Jack A. Agricultural Education Magazine; 43; 10; 249 Apr 71
Descriptors: *Agricultural Education/ *Educable Mentally Handicapped/ *Educational Programs/ High School Students/ *Landscaping/ Program Descriptions/ Special Education/ *Vocational Education
Using two advanced students as instructors, this program in Landscape Maintenance provided basic skills and a successful group experience in vocational education to several educable mentally handicapped students. (MU)

EJ032823 EC031637
Special Class Teachers as Field Testing Evaluators
Meyen, Edward L.; and Others Training School Bulletin; 67; 4; 198-205 Feb 71
Descriptors: *Educable Mentally Handicapped/ *Evaluation Methods/ *Exceptional Child Education/ *Instructional Materials/ Mentally Handicapped/ Special Education Teachers/ Teacher Role
The evaluations of 19 junior high teachers of the educable mentally retarded who field tested a unit on law and authority and shoplifting were helpful in revising the instructional package. (KW)

EJ032089 EC031364
Developing a Work Skills Inventory
Frank, Alan R.; and Others Teaching Exceptional Children; 3; 2; 82-6 W 71
Descriptors: *Educable Mentally Handicapped/ *Exceptional Child Education/ Secondary School Students/ *Skill Analysis/ Social Adjustment/ *Vocational Aptitude

EJ029870 EC030864
Team Work Experience for the Mentally Retarded
Fendell, Norman Rehabilitation Literature; 31; 11; 330-2 Nov 70
Descriptors: *Exceptional Child Education/ Teamwork/ *Trainable Mentally Handicapped/ *Vocational Education

EJ028853 VT501906
Handicapped Students Learn Basic Skills of Yard, Garden and Home Maintenance
Miller, Ron; Wood, Jay M. American Vocational Journal; 45; 8; 53-54 Nov 70
Descriptors: *Basic Skills/ Educational Programs/ Grounds Keepers/ Home Management/ Maintenance/ *Mentally Handicapped/ *Physically Handicapped/ *Pilot Projects/ *Vocational Education
Describes a yard, garden, and home maintenance program designed to enable handicapped students to become employable workers. (SB)

EJ018545 VT501341
Reaching Out for the Handicapped in Rural Areas
Willis, Mary Ann; Lamb, Gerald American Vocational Journal; 45; 4; 27-29 70 Apr
Descriptors: Entry Workers/ Job Skills/ *Prevocational Education/ State Programs/ Student Characteristics/ *Trainable Mentally Handicapped/ *Vocational Education
Reported here is a four-county project that creates exploratory and job-training opportunities by providing services to schools. (Editor)

EJ017824 AA505567
Summer Work-Study for Educable Mentally Retarded Students
Sluser, Ruth; Mathewson, John NASSP Bulletin; 54; 344; 48-55 70 Mar
Descriptors: *Educable Mentally Handicapped/ *Secondary School Students/ *Summer Programs/ *Vocational Education/ *Work Study Programs

EJ010819 EC500723
Junior Achievement and Special Education
Howard, Richard D. Spec Educ Canada; 43; 4; 17-9 69 Jun

Descriptors: *Exceptional Child Education/ *Mentally Handicapped/ Program Evaluation/ Slow Learners/ *Vocational Education/ Work Experience Programs
Identifiers: Junior Achievement

EJ004529 VT500346
Industrial Arts Evaluation Forms
Lough, Ronald Ind Arts & Vocat Educ; 58; 5; 54 69 May
Descriptors: Evaluation Methods/ *Industrial Arts/ *Mentally Handicapped/ *Physically Handicapped/ *Records (Forms)/ *Student Evaluation

EJ000858 EC500076
An Examination of Some Assumptions in the Vocational Rehabilitation of the Mentally Retarded
Olshansky, Simon Ment Retard; 7; 1; 51-3 69 Feb
Descriptors: Community Attitudes/ Employer Attitudes/ *Exceptional Child Services/ Individual Characteristics/ *Mentally Handicapped/ Personality/ Task Performance/ Vocational Aptitude/ *Vocational Rehabilitation/ Work Environment

ED117442 CE006092
100 Successful Vocational Special Needs Programs
National Association of Vocational Education Special Needs Personnel.
Report No.: PL-90-576
Publ. Date: 1 Aug 75 Note: 134p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage
Descriptors: *Educationally Disadvantaged/ Educational Programs/ *Handicapped Students/ *Program Descriptions/ Secondary Education/ *Special Education/ Teenagers/ *Vocational Education/ Young Adults

The survey was conducted for the following purposes: (1) to provide a sampling of successful vocational special needs programs throughout the country that were developed as the direct result of the motivation and support provided by PL-90-576 and (2) to make available to educators and other interested parties examples of vocational programs that meet the needs of disadvantaged students in school and the educationally disadvantaged students in school and the educationally disadvantaged not in school, and examples of successful vocational programs serving the handicapped. The handicaps identified include the crippled, deaf, emotionally disturbed, educable mentally retarded, hard of hearing, learning disabled, multiple handicapped, mentally retarded, other health impaired, speech impaired, trainable mentally retarded, and visually handicapped. Information for each program is presented in the following areas: administrative personnel, location of the school, program title, school characteristics (urban or rural, number of students, for disadvantaged or handicapped, grade level, type of handicap), cost, nature of disadvantagement, and brief descriptions of program activities and outcomes. (Author/EC)

ED116386 EC080767

Handbook for Work Experience Program.

Roskos, Frank C.

Merrill Area Public Schools, Wis.

Sponsoring Agency: Wisconsin Div. of Vocational Rehabilitation, Madison.

Note: 24p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Career Education/ Curriculum/ Educational Objectives/ Exceptional Child Education/ *Handicapped Children/ *Mentally Handicapped/ Psychological Services/ Senior High Schools/ Sheltered Workshops/ Teacher Role/ *Vocational Rehabilitation/ Wages/ *Work Study Programs

Presented is a handbook on the Merrill Area (Wisconsin) Public Schools program for providing work experience for mentally handicapped and other special education students in high school. Brief sections cover information on the following program areas: objectives (such as to assist the student on making a job choice), cooperation with and services provided by the Division of Vocational Rehabilitation (DVR), course of study, enrollment of student in DVR, pupil qualification, the teacher-counselor role, supervision of work experience, work permits, grading policies, compensation, criteria for selecting community employers (such as facilities which offer a proper learning opportunity), transportation, psychological services, sheltered workshops (an evaluation of vocational skills and a program for work adjustment), and followup services. Appended are forms for a student survey, student evaluation by employer, work experience report, work permit, application for subminumum wage license, and application for vocational rehabilitation. (SB)

ED115006 EC080366

JESSE of Marion County: Job Employability Skills for Special Education: "A tenderfoot-Tryout for Teachers in Secondary EMR."

Mendola, Christ: And Others

Marion County Board of Public Instruction, Ocala, Fla.

Note: 36p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: Demonstration Projects/ *Educable Mentally Handicapped/ Exceptional Child Education/ Industrial Arts/ Instructional Materials/ Mentally Handicapped/ *Secondary Education/ *Special Education/ *Teaching Guides/ *Vocational Education

Identifiers: JESSE/ *Job Employability Skills for Special Education

Instructions for students and teachers in secondary educable mentally retarded programs are presented for building learning shelves as part of the JESSE (Job Employability Skills for Special Education) project. Outlined are workshop objectives, equipment and materials needed, and areas of evaluation. Forms are provided which include an evaluation sheet of employment skills. Detailed diagrams are given for shelf construction. Listed are information on printed and audiovisual educational materials, related vocabulary words, and curriculum skills correlated with project tasks. (SB)

ED114565

Norms and Performance Standards for Work Sample Scores

Wisconsin University - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Note: 9p.; For related documents, see CE 005 421, CE 005 423-428, and CE 005 430-434.

Available from - Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin Stout, Menomonie, Wisconsin 54751 (No price given)

Document not available from EDRS

Descriptors: *Diagnostic Tests/ Evaluation Criteria/ *Evaluation Methods/ Handicapped/ *Measurement Techniques/ *Norm Referenced Tests/ Performance Criteria/ *Vocational Rehabilitation

Identifiers: *Work Samples

Work Samples are commonly used to aid in the assessment of a client's potential for functioning in various competitive occupations. To determine an individual's position relative to particular reference group the most commonly used norms are those based on scores of other clients who have performed a specific work sample, and performance scores achieved by a sample of the general population. Different advantages and disadvantages can be found in both methods of assessing a client's potential for success in a particular job. Work measurement techniques developed by industrial engineers may provide accurate estimates for assessing the client's competitive employment potential involving manual operations requiring brief instruction. Work measurement includes the stopwatch time study and predetermined motion time systems. These may be used to provide valid and realistic performance standards for many work samples. The main concerns include the time needed and the methods used to perform the task. Individuals trained in work measurement may be contacted through the American Institute of Industrial Engineers. (Author/EC)

ED113464 CE004962

Workshop on the Work-Study Experience Program

Plummer, Jack M., Ed.

Arkansas Univ., Fayetteville, Arkansas Rehabilitation Research and Training Center.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D. C.

Report No.: ARR&TC-606

Publ. Date: April 71 Note: 62p.: Papers presented at the workshop on the Work-Study Experience Program (Hot Springs, Arkansas, April 14-15, 1971)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Cooperative Programs/ Handicapped Students/ *Mentally Handicapped/ Program Planning/ Public Schools/ Rehabilitation Centers/ Special Education/ *Vocational Rehabilitation/ *Work Experience Programs/ *Workshops

The publication, a summary of a two-day workshop for education and rehabilitation personnel working with the mentally retarded student-client, contains the rationale for work-study experience programs, guidelines for establishing and maintaining a program, and information on various stages of the process. The following papers, which are included in the document, were presented: John R. Peck (Department of Special Education, University of Texas, Austin). "Why We Need Work-Study Programs"; Stanley Fudell (Department of Special Education, Texas Tech University, Lubbock). "Planning and Implementation of a Work-Study Program"; and Tom J. Hicks (Director of Special Education, Arkansas State Department of Education. "Status of Program Standards and Accreditation for Work-Study Programs in Arkansas". Two role-playing panel discussions, also included, were held to exemplify the establishment of a work-study experience program and to provide insight into the cooperative nature of the program and familiarization with the student-client. (EA).

ED112623 EC080112

Me and My Environment Formative Evaluation Report Four: Assessing Student Abilities and Performance

Gromme, Roy O.

Biological Sciences Curriculum Study. Boulder, Colo.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Bureau No.: 1520-75

Grant No.: OEG-0-9-152075-3720(032).

Publ. Date: May 75 Note: 36p.; For related information, see EC 061 290, EC 061, 291, EC 061 292, EC 061 293, and EC 071 063

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: Biology/ Curriculum Design/ *Curriculum Evaluation/ Drug Education/ Ecology/ *Educable Mentally Handicapped/ Exceptional Child Education/ *Instructional Materials/ Mentally Handicapped/ *Program Effectiveness/ Secondary Education/ Skill Development/ *Student Evaluation/ Teaching Methods

Presented is the fourth in a series of formative evaluation reports on "Me and My Environment", a 3-year environmental sciences program for 13- to 16-year-old educable mentally handicapped (EMH) children. The rationale and standards for monitoring instructional effectiveness are explained, and student performance is reported on field tests of items assessing instruction in Units 1 ("Exploring My Environment"). 2 ("Me as a Habitat"), and 3 ("Energy Relationships in My Environment"). Described is a small-scale field test in which techniques of observing, describing, comparing and ordering objects were taught to 14 EMH students through the use of stereograms and viewers. Discussed are the implications for curriculum development of a survey of 235 EMH adolescents concerning their attitudes toward and use of tobacco, alcohol, and unprescribed drugs. Four abstracts of studies on the functional abilities of EMH students are provided, and comments are offered relating findings about cognitive abilities and students' manipulative skills to curriculum development. (LH)

ED112571 EC073765

A Longitudinal and Comparative Look at Cognitive Development in EMH Children

Steele, Joe M.

Publ. Date: Mar 75 Note: 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: Child Development/ *Cognitive Development/ *Cognitive Process/ *Educable Mentally Handicapped/ Exceptional Child Research/ Longitudinal Studies/ Maturation/ Mentally Handicapped/ Problem Solving/ Secondary Education/ *Student Evaluation

Identifiers: Piaget (Jean)

Examined longitudinally were the rate and proportion by grade level of the cognitive development of 202 13- to 16-year-old educable mentally handicapped students. A 20-item written test composed of eight problem solving and 12 cognitive development items representing the concrete I, concrete II, and formal I operations levels of Piagetian theory, was used. Results over a 12 month period indicated that 68 percent of those making a gain increased by one level, and 6 percent demonstrated losses. Data suggested that curriculum materials should be appropriate to the student's level of cognitive development, and that measures of developmental level provide more educationally relevant information than IQ scores. (CL)

ED112092 95 CE004858

Report and Evaluation of the Second Annual Workshop for Vocational Education Personnel Working with the Handicapped.

Sheppard, N. Alan.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D. C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Publ. Date: Jun 75 Note: 92p.; For related documents, see CE 004 856-857 and CE 004 860

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: Evaluation/ *Handicapped Students/ Individualized Instruction/ *Mentally Handicapped/ Multiply Handicapped/ Participant Characteristics/ *Physically Handicapped/ Post Testing/ Pretests/ Quadriplegia/ *Teacher Workshops/ *Vocational Education Teachers

The report describes an inservice workshop for vocational education teachers of the physically, mentally, and multiply handicapped. The first third of the report consists of a general introduction and a summary of workshop activities with respect to (1) general information, (2) topics covered, (3) requirements for a letter grade, (4) summaries of four selected consultants presentations (Teaching Vocational Skills to Handicapped. Frank Bowles; Humanizing Education for the Handicapped. Ruth Diggs; Individualized Instruction Package Development. David

Pucel; and a transcript of a presentation on quadriplegia. Steve Heatwole). (5) pretest and posttest results and analysis, (6) analysis of the workshop evaluation instrument, (7) attitudes of workshop participants toward special needs students with special emphasis on employability, and (8) recommendations for future workshops. The remainder of the report consists of eight appendixes; workshop news releases and information, sample learning guides for individualized learning packages (one on business forms and job interview information, the other on making a pot of coffee), sample student evaluations of reading assignments from the workshop, description of handicapped persons, solicitation letter, list of workshop participants, pretest/posttest measure, and workshop evaluation scale. (JR)

ED104081 EC071941

Longitudinal Evaluation of Work/Study Programs for the Educable Mentally Retarded in Oregon: Progress Report. Working Paper No. 62.

Halpern, Andrew S.; and Others

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Publ. Date: Aug 72 Note: 100p.; For phase 1 and 2 of the study, see EC 071937 and EC 071940

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: Age Differences/ *Educable Mentally Handicapped/ *Evaluation Methods/ Exceptional Child Research/ Graduate Surveys/ *Job Placement/ Longitudinal Studies/ Mentally Handicapped/ Secondary Education/ *State Surveys/ *Student Characteristics/ *Work Study Programs

Identifiers: Oregon

Discussed is phase 3 of a longitudinal research study evaluating Oregon's work-study programs for educable retarded secondary school students along the following dimensions: student characteristics, curriculum content and school experiences, work placement, instructional objectives of 26 work coordinators and evaluative instruments of short-term objectives. Measures of input (including student background) process (including work placement), and outcome (including student performance) are described. Reviewed are the development, pilot testing, and item analysis of student performance measures. The representative nature of sample programs and students in such factors as geographical distribution, family income level, and IQ are related. Reported are differences in schools' per pupil expenditure and in frustration tolerance and self confidence. Analyses of student daily activity inventories, with breakdowns in such indexes as most general category of activity (receiving instruction from work coordinator) and time distribution of instructional categories in regular class attendance (reading instruction representing 15.6 percent of the regular class day are reviewed.) Included in a summary of student work placement are demonstrated relationships between pupil age, IQ and teacher perceived pupil attitudes and the likelihood of work placement. (CL)

ED104079 EC071938

"Highlights". A Report of Secondary Pupils on Work-Study Programs in Oregon. Working Paper No. 56.

O'Connor, G.; and Others

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Publ. Date: Nov 71 Note: 23p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Educable Mentally Handicapped/ Exceptional Child Education/ Job Placement/ Mentally Handicapped/ Regular Class Placement/ School Districts/ Secondary Education/ *Student Evaluation/ *Teacher Evaluation/ Teaching Methods/ *Work Attitudes/ *Work Study Programs

Identifiers: Oregon

Summarized is a pilot study of 15 Oregon school district's work study programs for educable retarded young adults. Discussed are the study's two main objectives: the development of instruments to identify the characteristics and compile profiles of work study students, and the selection of variables and instruments to measure classroom procedures. Described are research efforts resulting in 13 evaluation instruments in three categories: input, daily process, and periodic process. Depicted are student profiles, including IQ score and length of time in special education. Methods of assessing daily classroom activities are said to include teacher reports of content, methods, and materials. Also reported are evaluations of student-teacher interactions, regular class participation, availability and utilization of special consultants, and work experience attitudes and performance. Future directions for the project are also considered. (CL)

ED104073 EC071932

Educational Relevance and Diagnosis of the Mentally Retarded. Working Paper No. 27.

Alper, Ted

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Publ. Date: Apr 69 Note: 21p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-$0.76 HC Not available from EDRS. Plus Postage

Descriptors: Classification/ *Diagnostic Tests/ Etiology/ *Evaluation Methods/ Exceptional Child Education/ Identification/ *Mentally Handicapped/ Referral/ Student Evaluation/ Task Analysis

Presented for diagnosticians and referral agents is an overview of four major types of diagnostic procedures utilized in the assessment of mental retardation: differential, etiological, diagnostic-remedial, and behavorial-task analysis. The rationale, definition, method, assets, and limitations of each method are discussed and are summarized in chart form. The chart also includes information on the tools, referral procedures, time and cost, and training needed for each method. (LS)

ED101505 95 EC071208

Interim EMR-EH Program; End of Project Year Report: 1972-1973, ESEA, Title III Project.

Clark County School District, Las Vegas, Nev.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/DE), Washington, D.C.; Nevada State Dept. of Education, Carson City.

Report No.: 38-72-0207-0

Publ. Date: 73 Note: 111p.

EDRS Price MF-$0.78 HC-$5.70 Plus Postage

Descriptors: *Academic Achievement/ *Behavior Change/ Course Objectives/ Curriculum/ *Educable Mentally Handicapped/ Educationally Disadvantaged/ *Evaluation Methods/ Exceptional Child Education/ Mentally Handicapped/ Operant Conditioning/ Parent School Relationship/ Program Descriptions/ *Program Evaluation/ Secondary Education/ Student Evaluation

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

Presented is the end of project year (1972-1973) report of an interim program to improve the academic performance and behavior of 48 educable mentally retarded and educationally handicapped adolescents 12- to 17-years-old who had been excluded from special education classes. Reported are performance measures (such as teacher developed inventories and anecdotal records) in four revised program objectives: student achievement in specialized curriculum to develop reading, arithmetic, social, and preoccupational skills; increased student academic output and rate of appropriate behavior through implementation of operant principles; successful student return to regular special education programs; and parent contact. Included in the appendixes are sample student evaluation forms in social living and occupational skills, an explanation of the reinforcement point system used, and the anecdotal records of the 48 students. (CL)

ED100089 EC070584

Professional Development Program for Vocational Educators of Handicapped Students. Final Report.

Hull, Marc; Halloran, William

Vermont State Dept. of Education, Montpelier, Div. of Special Education and Pupil Personnel Services.; Vermont Univ., Burlington. Dept. of Vocational Education and Technology.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.: BR-5-0125-FR

Grant No.: OEG-0-71-4147(603)

Publ. Date: Aug 74 Note: 214p.

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors: *Educable Mentally Handicapped/ Evaluation/ Exceptional Child Education/ *Inservice Teacher Education/ Instructional Materials/ Mentally Handicapped/ *Program Descriptions/ Senior High Schools/ *Teacher Education/ Teaching Methods/ *Vocational Education

Identifiers: Vermont

The report focuses on a preservice and inservice Diversified Occupations (DO) training program to prepare teachers in vocational and practical arts education for educable mentally retarded (EMR) high school pupils. Described are the following topics: program context (which emphasized DO programs in 15 area vocational centers); program goals and activities (such as identification and training of personnel); selection of instructional content (as outlined in a teaching competencies checklist); instructional units (with two sample lectures provided); delivery system development, including workshops and Learning Activity Packages (LAPS); implementation of undergraduate and graduate course concentrations in DO; research on problems such as the development of instructional materials for EMR adolescents; and project evaluation. A major portion of the document is in the form of appendixes such as a lecture on understanding the mentally retarded, a sample LAP which contains directions for constructuring a silk screen, and a letter about slides which teach woodworking techniques. (LH)

ED096808 EC070195

Competencies of Persons Responsible for the Classification of Mentally Retarded Individuals

National Association for Retarded Citizens, Arlington, Tex.

Publ. Date: Paril 74 Note: 11p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: Classification/ Educational Background/ Evaluation/ *Exceptional Child Services/ Identification/ *Mentally Handicapped/ *Psychologists/ *Referral/ *Skill Analysis/ Student Placement

The position statement from the National Association of Retarded Citizens specifies areas of study and competencies needed by evaluators who generate or interpret psychometric data used in classification and placement decisions regarding mentally handicapped persons. Guidelines focus on academic degrees and licensure; recommended areas of study and competency (individual assessment, individual differences, the exceptional child, learning and remediation, mental retardation, and supervised experience); and continuing education. For instance it is recommended that students of learning and remediation processes study interdisciplinary planning and evaluation of educational outcomes so that they become competent to write behavorial objectivies incorporating appropriate criterion measures and accountability. (GW)

ED096783 EC062042

Project NOW.

Longfellow, Robert L.

Publ. Date: 74 Note: 118p.

EDRS Price MF-$0.76 HC[illegible].70 Plus Postage

Descriptors: *Business Education/ *Disadvantaged Youth/ *Educable Mentally Handicapped/ Equipment/ *Exceptional Child Education/ Mentally Handicapped/ Records (Forms)/ Senior High Schools/ Student Evaluation/ *Vocational Education

Collected from 144 questionnaires are 22 descriptions of instructional programs in clerical skills for educable mentally handicapped, disadvantaged, or otherwise handicapped high school students. Usually provided are the contact person's name, the name of the program, the address of the program, the handicap/disadvantage, age of students, length of program, average number of students, a detailed listing of equipment used (with make and models), and a summary of the curriculum. Also included are an occupational readiness proficiency check list, and evaluation forms for prevocational and vocational skills. (DB)

ED096779 EC062938

Vocational Training and Job Placement of the Mentally Retarded: An Annotated Bibliography.

DeBusk, Christopher W., Comp.; Luchsinger, Vincent P., Comp.

Texas Tech Univ., Lubbock, Research and Training Center in Mental Retardation.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Publ. Date: 74 Note: 200p.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: Abstracts/ *Annotated Bibliographies/ *Educable Mentally Handicapped/ *Exceptional Child Education/ *Job Placement/ *Vocational Education

The annotated bibliography of research on vocational training and job placement of the mentally retarded contains abstracts of 970 books and articles published between 1959 and 1972. Book listings are arranged alphabetically by author and include title, publisher, and publication date. Articles are also listed alphabetically by author and include title and name of the periodical in which the title originally appeared. Included is an alphabetical index to help the reader locate subjects such as attitudes of parents and employers toward the mentally retarded, behavior modification, economic factors and Federal programs rehabilitation, job placement, predicting community and vocational adjustment. (LH)

ED094513 EC062457

A Look at Vocational Programming for the Secondary Educable Mentally Retarded.

Georgia State Dept. of Education, Atlanta. Div. of Special Education.

Publ. Date: Apr 74 Note 42p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *Curriculum Guides/ *Educable Mentally Handicapped/ *Exceptional Child Education/ Mentally Handicapped/ *Prevocational Education/ Scheduling/ Secondary School Students/ Social Development/ *Vocational Education/ Work Study Programs

Identifiers: Georgia

Presented is a curriculum guide for educable mentally retarded secondary school students in Georgia which features functional academics, physical development, social skills, and prevocational and vocational skills. Included are a work-study schedule for five levels (freshman through graduate), an explanation of school and work station sites, criteria for task performance, a list of work-in positions (such as building maintenance worker and teacher aide), and hints for establishing work-out positions. Specified are guidelines for the vocational program such as student need to understand that job placement is a privilege to be earned, and for teacher monitoring of students and job stations. Offered are grade-level scheduling plans including math, reading, social studies, and occupational exploration for grade 8, and work-out site experience coupled with seminars for seniors; alternate scheduling plans for students and off-period schedules for teachers (for purposes such as planning and home visitation). Listed are regular courses for mainstreaming. Discussed are aspects of salaries such as pay, provisions, trainee criteria, and child labor provisions. Also discussed are parent involvement, public relations, curriculum materials, and learning centers. Included are a termination agreement, budget contract, a list of state laws regulating employment of children, teacher made award sheets, and evaluation forms. (MC)

ED092110 40 IR000669

A Preview of Recent Findings About EMH Students to Films. Research Report No. 744.

Bond, Jack H.

Syracuse City School District, N. Y.

Sponsoring Agency: Bureau of Eudcation for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Contract No.: OEC-9-423617-4357(616)

Publ. Date: Mar 74 Note: 16p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped; Paper presented at the Association for Educational Communications and Technology Conference (Atlantic City, New Jersey, March 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: Attention Span/ Audiovisual Instruction/ *Color Presentation/ Comparative Analysis/ *Educable Mentally Handicapped/ *Evaluation Methods/ Exceptional Child Research/ *Films/ *Media Research/ Post Testing/ Pretesting/ Response Style (Tests)/ Test Construction

Identifiers: Captioned Films/ *Computer Based Project Evaluation Media Handicap

The model developed by the Computer Based Project for the Evaluation of Media for the Handicapped in Syracuse, New York to evaluate the use of captioned films for the deaf with mentally handicapped and emotionally disturbed children is briefly described, followed by a review of recent research conducted by the project staff. Among the areas which have been researched are: (1) pretest-posttest design modification, (2) effects of confirming correct answers, (3) paper and pencil vs. automated response modes, (4) alternatives to the multiple choice test format, and (5) nonverbal assessment techniques. Particular attention is given to findings comparing the effectiveness of color and black-and-white films and of captioned and noncaptioned materials. The results suggested that while color and captions may have aesthetic and attention values, they do not significantly enhance the learning of cognitive information by educable mentally handicapped children. (Author/SL)

ED091902 EC062126
Curriculum Guidelines for Exceptional Children: EMR 1970-71 Revision.
Escambia County Board of Public Instruction, Pensacola, Fla.
Publ. Date: 71 Note: 156p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: Behavorial Objectives/ Curriculum/ *Educable Mentally Handicapped/ English/ *Exceptional Child Education/ Family Life Education/ *Guidelines/ Health Education/ Language Arts/ Mathematics/ Mentally Handicapped/ Physical Education/ *Prevocational Education/ Resource Guides/ Secondary School Students/ Social Studies/ *Vocational Education

Identifiers: Florida

This document provides curriculum guides for teaching educable mentally retarded middle school (prevocational level) and high school (vocational level) students in Escambia County, Florida. It includes a definition of mental retardation, characteristics of mentally handicapped (MH) children, a mental age reference chart, and suggestions for lessons preparing. It explains the program emphasis on attainment of physical, personal and social, and vocational skills. Among aspects covered at the prevocational level are: (1) goals such as development of fine and gross motor skills; and (2) instructional objectives and curriculum components in the areas of mathematics, language arts, home and family living, reading, health and safety, social studies, science, and physical education. For the prevocational level the guide provides a sample of 4-week unit on food; lists of resources (books and demonstration materials); a suggested daily schedule; a community job survey; a guide to phonics instruction; and lists of equipment, books, and sources of free materials in areas such as banking. For the vocational level it offers a review of the program, program goals such as acquisition of home management skills; criteria for graduation; a description of the work study program; suggested job tasks such as assembling nuts and bolts; suggested job training locations such as animal hospitals; and instructional objectives and curriculum components in areas of home and family living, mathematics, science, English, and social studies. Lists of references and curriculum guides to be used with MH students are also included. (MC)

ED087166 EC061198
A Guide for Teachers of the Educable Mentally Handicapped. Secondary.
New Mexico State Dept. of Education. Santa Fe. Div. of Special Education.
Publ. Date: Jan 74 Note: 358p.; This document contains 245 leaves, many of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames
EDRS Price MF-$0.76 HC-$18.40 Plus Postage

Descriptors: Academic Achievement/ Adolescents/ *Curriculum Guides/ *Educable Mentally Handicapped/ *Exceptional Child Educaton/ Instructional Materials/ Interpersonal Competence/ Mentally Handicapped/ *Prevocational Education/ *Vocational Education/ Work Study Programs

Identifiers: New Mexico

Presented is a curriculum guide for a prevocational, vocational, and work study program to be used with educable mentally retarded (EMR) students, 12 to 21 years of age. Delineated are the following aspects of New Mexico's program for EMR students: definition, rationale, educational interventions, administration, psychoeducational diagnosis for placement, individual programing, and teacher qualifications. Provided for students 12 to 16 years of age in the prevocational level are objectives, activities, and instructional materials in the following skill areas: communication (such as reading), mathematics and science to achieve academic skills: interpersonal relationships, citizenship, safety/ health/hygiene, and leisure time skills (such as music and physical education) to achieve social skills; and vocational training, job tasks, and home arts to achieve vocational skills. The vocational component for students 15 to 21 years of age is presented in the same format through science and leisure time skills are omitted. The work study program is described in terms of objectives (such as participation in a productive way of life), eligibility, school responsibilities, community canvassing, and task analysis of work stations such as the library aide. Illustrations show skill components for occupational areas of homemaking, housekeeping, food services building trades, auto skills, and garden/nursery work. Included are attachments such as child labor provisions. Given in the appendix are items such as a bilingual/bicultural model and a bibliography of approximately 300 instructional materials and sources. (MC)

ED086575 SO006685

Test Use and Test Reliability in a Curriculum for Educable Mentally Retarded Children. Working Paper Number 1.

Smith, Leon I.; Greenberg, Sandra

Yeshiva Univ., New York, N. Y. Curriculum Research and Development Center in Mental Retardation.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.: 6-1368

Publ. Date: Apr 73 Note 28p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *Curriculum Evaluation/ *Educable Mentally Handicapped/ Educational Research/ *Evaluation Methods/ Measurement Techniques/ Primary Grades/ Reliability/ Research Methodology/ Skill Development/ Statistical Analysis/ Testing/ *Testing Problems/ *Test Reliability

Identifiers: *Social Learning Curriculum

A discussion of selected applications of new tests developed within the context of a large-scale curriculum for educable mentally retarded (EMR) children, the Social Learning Curriculum (SLC), is presented in this paper which investigates three types of reliability that need to be demonstrated in order to provide a basis of these applications. The three reliability coefficients refer to differences among students, classrooms, and tests. The SLC model is based on social environment levels (the Self, the Home and Family, the Neighborhood, and the Community). The SLC Survey Test is an experimental set of test items developed in an effort to tap samples of the conceptual skills contained in each of the 11 phases of the Self level. For this study, five phase tests were randomly selected and administered to ten randomly selected students from two samples of EMR primary classrooms and, in the analysis of data provided, three reliability coefficients derived. A discussion of the over-all findings suggests that the tests measures are not adequate for their purposes at their present level of development. References and tables are included. Related documents are ED 075 972, ED 084 658, SO 006 684, 686 and 688. (Author/KSM)

ED084754 EC060633
Preparing for Work.
Fraenkel, William A.
President's Committee on Employment of the Handicapped, Washington, D.C.
Publ. Date: 73 Note: 21p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors: Adolescents/ *Behavorial Objectives/ *Checklists/ Employment/ *Exceptional Child Education/ *Mentally Handicapped/ *Vocational Education/ Work Study Programs

The guide for educators, families, and mentally retarded young people offers four behavorial checklists to aid in the preparation of the retarded adolescent for employment. Parents are encouraged to help their children develop behaviors such as correctly dialing the telephone and using local transportation. Evaluated in the academic achievement checklist for the special class teacher are skills such as handling money and writing legibly. The guidance counselor's role is seen to include evaluating behaviors in interpersonal relationships wuch as accepting one's limitations and understanding the relationship between work and pay. The work-study specialist is said to be the person best able to help the student develop behaviors such as registering for employment and following up on newspaper want ads. (DB)

ED082418 EC052659
A Manpower Survey of Semi-Skilled and Unskilled Job Opportunities in Sarasota County.
Jones, Robert Y.
Sarasota County Vocational-Technical Center, Sarasota, Fla.
Publ. Date: Jun 73 Note: 19p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors: *Community Surveys/ *Educable Mentally Handicapped/ *Employment Opportunities/ Employment Potential/ *Exceptional Child Research/ Mentally Handicapped/ *Vocational Education/ Young Adults

Surveyed were 201 business establishments in Sarasota County, Florida, to determine available jobs suitable for educable mentally retarded (EMR) graduates of high school vocational education program. Types of businesses surveyed were automobile dealers; cleaners and janitorial services; general construction; government, utilities, and schools; hospitality industry; hospitals, day care centers, and nursing homes; manufacturing; nurseries, golf courses, lawn care; retail trade; and small engine repair and supplies. Cleaning and janitorial services were the largest category of potential employment for EMR people followed by manufacturing and the hospitality industry. Highest starting salaries were in government, public schools, and utilities with the lowest salaries in nurseries. A critical shortage of semi-skilled and unskilled laborers was found with one employer out of five looking for semi-skilled or unskilled workers. Recommendations included adding training in the hospitality and hospital industries to the vocational education curriculum, stressing education for social adequacy, and recognizing that available low paying jobs may be all an EMR student is capable of. (DS)

ED072605 EC051171

State Agency Exchange: Services to the Mentally Retarded, Vocational Rehabilitation Involvement.

Council of State Administrators of Vocational Rehabilitation, Washington, D.C.; National Rehabilitation Association, Inc., Washington, D.C.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.

Publ. Date: Jan 73 Note: 287p.

EDRS Price MF-$0.76 HC-$14.59 Plus Postage

Descriptors: *Exceptional Child Research/ *Interagency Cooperation/ *Mentally HAndicapped/ Mental Retardation/ Questionnaires/ *State Agencies/ Statistical Data/ *Vocational Rehabilitation/ Young Adults

Questionnaire responses were reported from 37 state vocational rehabilitation agencies for the blind, and vocational rehabilitation agencies in Guam and Puerto Rico which described what the agencies were doing in cooperation with state programs for the mentally retarded (MR). The first section of the questionnaire required respondents to list all programs for the mentally retarded with which the agency was concerned and to identify the extent of involvement, while the second section asked for a detailed description of one program which the agency considered effective or promising. The 39 general vocational rehabilitation agencies reported involvement in over 650 programs for MR individuals. Approximately one-third of such programs were connected with special education and local school systems, while the majority of the rest of the programs involved sheltered workshops or some other kind of rehabilitative facility. Data were reported on the amount of vocational rehabilitation funds expended for such programs, the number of vocational rehabilitation staff assigned to them, and the number of MR people served. The responses from individual agencies are included in addition to summaries of all reported data. (GW)

ED070899 VT018483
A Relook at Work Aptitudes for the Retarded.
University of Southern Mississippi, Hattiesburg.
Publ. Date: 72 Note: 8p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Educable Mentally Handicapped/ *Educational Needs/ Goal Orientation/ Learning Activities/ *Psychomotor Skills/ Skill Development/ *Social Maturity/ Vocational Adjustment/ Vocational Aptitude/ Vocational Development/ *Vocational Education

This brief outline of areas of vocational education important for the educable mentally handicapped notes the following general areas which have implications for curriculum development: (1) psychomotor skills, (2) social development, and (3) community and job-related competencies. Educational needs for vocational training and program development for the retarded are discussed. Possible activities for developing psychomotor functions are listed, as one example of work aptitudes necessary for the retarded. Related documents are available in this issue as VT 018 484, VT 018 478, and VT 018 485. (AG)

ED070896 VT018478
Development of a Vocational Education Curriculum for the High School Educable Mentally Retarded. Final Report. Summary.
Plue, William V.
University of Southern Mississippi, Hattiesburg.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 7 Jul 72 Note: 8p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Curriculum Development/ *Educable Mentally Handicapped/ *Educational Needs/ Environmental Influences/ Goal Orientation/ *High School Students/ Psychomotor Objectives/ Social Maturity/ Vocational Adjustment/ Vocational Development/ *Vocational Education

Identifiers: *Mississippi

In order to develop a curriculum especially for educable mentally retarded students at the high school level, this federally funded 1-year research project aimed to establish unique parameters involved in vocational adjustment for these students and to develop a tentative curriculum with this information. A literature review was conducted, and a research team interviewed supervisors, vocational counselors, students, former students, parents, employers, and teachers, collecting data from seven areas in Mississippi. A lack of adequate data for formulating appropriate vocational education curriculums for the mentally handicapped indicated a need for course development. A curriculum model was organized and learning activities developed around these three major areas: (1) the psychomotor domain, (2) social maturity, and (3) environmental factors. The research reports of this project are available as VT 018 484 and VY 018 485 in this issue. (AG)

ED069084 EC050167

Curriculum Guide in Occupational Preparation for the Disadvantaged and Handicapped.

Florida State Dept. of Education, Tallahassee. Div. of Elementary and Secondary Education.

Publ. Date: 71 Note: 60p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Behavorial Objectives/ Class Activities/ *Curriculum Guides/ *Educable Mentally Handicapped/ *Exceptional Child Education/ Handicapped Children/ Mentally Handicapped/ *Prevocational Education/ *Vocational Education/ Work Attitudes

The curriculum guide is intended to prepare disadvantaged and handicapped, primarily educable mentally retarded, students for holding productive jobs. Emphasis is on developing in students the values and attitudes that are basic to the success of any worker. The guide is divided into five sections: pre-primary, primary, intermediate, junior high, and senior high. Given for each level are student characteristics, desired outcomes or goals stated in terms of observable and measurable behavior, behavorial objectives, and suggested learning activities. At the pre-primary and primary levels, development of proper attitudes, behavior, work habits, and skills is stressed. At intermediate and junior high levels, suggestions are made for using the classroom and school as a vocational learning laboratory (practice of vocational-related skills in class and application in specified work areas within the physical plant of the school). At the senior high level, emphasis is upon social requirements of young adulthood and supervised community work experiences. (KW).

ED064823 EC042376

A Program for Training the Student with Special Needs.

Mossman, Marshall L., Ed.

Genesee Area Skill Center, Flint, Mich.

Sponsoring Agency: Michigan State Dept. of Education, Lansing, Special Needs Program.

Publ. Date: Jun 72 Note: 113p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: Curriculum/ Educational Programs/ *Exceptional Child Education/ *Mentally Handicapped/ *Physically Handicapped/ *Program Descriptions/ *Vocational Education

The booklet is reported to be designed for use as a source book by individuals concerned with establishing special needs vocational education programs to train mentally and physically handicapped students in semi-skilled occupations. General considerations presented cover the goal of releasing human potential, overall objectives of the program, psychological guidelines relating to knowing the child, readbility of the textbook, curriculum guidelines, and evaluation procedures. Curriculum areas then included are health occupations, landscaping, graphic arts, plant maintenance, welding, driver education, small engine mechanics, domestic appliance repair, business occupations, auto mechanics, and auto body mechanics. Usually provided for each curriculum entry are a course description, listing of performance objectives, course outline, and operational notes. Concluding information concerns student personnel services, placement and program counselor, and psychologist. Appended are a chronology of the special needs program and operational forms. (CB)

ED058704 EC041286

Sensitivity of Learning Potential Measurement in Three Levels of Ability. Studies in Learning Potential, Volume 2, Number 22.

Babad, Elisha Y.; Budoff, Milton

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-8-080506-4597(607)

Publ. Date: 71 Note: 21p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Educable Mentally Handicapped/ *Exceptional Child Research/ *Intelligence Tests/ Learning Characteristics/ *Measurement Techniques/ Mentally Handicapped/ Problem Solving/ *Slow Learners/ Testing/ Testing Problems

The Learning Potential Test was administered three times to samples of bright, dull normal, and educable mentally retarded (EMR) children. Training in relevant problem solving strategies was interpolated following the second administration to separate the effects of practice and coaching. As hypothesized, lower-class dull normal and EMR subjects gained more than middle-class bright subjects from the coaching and the practice. Following training, the scores of substantial proportions of EMR and dull normal children fell in the range of the nontrained middle class bright sample. (Author)

ED057541 EC040821

Work-Study Handbook for Educable Mentally Retarded Minors Enrolled in High School Programs in California Public Schools.

Campbell, L. Wayne; and Others

California State Dept. of Education, Sacramento. Div. of Special Education.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Publ. Date: 71 Note: 134p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors: Administrative Organization/ *Educable Mentally Handicapped/ Educational Programs/ *Exceptional Child Education/ Guidelines/ Mentally Handicapped/ Program Development/ Secondary School Students/ State Standards/ *Vocational Education/ *Work Study Programs

Identifiers: California

The handbook on work-study programs for educable mentally retarded (EMR) students in California public schools explains the nature and scope of educational-vocational programs. Information and guidelines offered are intended to help schools prepare EMR students more effectively and realistically for work, constructive citizenship, and active community participation. Educational and occupational needs of the students are identified and curricular patterns and sequences, including program objectives, in a work-study program are discussed. Suggestions are made for the administrative structure of the school district in conducting work-study operations. Responsibilities of both the district and the community in providing services are identified. Also discussed are job-simulation centers and areas of skill training, work-station selection and steps in job training, and the placement process. Relevant state legislation, graphic illustrations of job-simulation centers, forms, and other information are appended. (KW)

ED056189# VT014020

A Follow-Up of the Financial Assets and Liabilities of Mentally Retarded Youth as Related to the Cost of Vocational Training in Four Public School Systems.

Findley, William Louis

Publ. Date: 67 Note: 96p.; Ed.D. Dissertation, Colorado State College

Available from: University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-420, MF $4.00; Xerography $10.00)

Document not available from EDRS.

Descriptors: *Cost Effectiveness/ *Disadvantaged Youth/ Doctoral Theses/ *Educable Mentally Handicapped/ Educational Needs/ Followup Studies/ Income/ Job Placement/ Program Costs/ *Program Evaluation/ *Vocational Education

Identifiers: Colorado

The purpose of this study was to investigate the relationship between the financial investment of public schools in vocational training and the post-school economics status of educable mentally retarded in four communities. Answers were sought to questions centering around; (1) school costs for vocational preparation, (2) the earning power of the students, (3) the financial contributions of these students to their respective communities, and (4) their earning and tax paying ability projected over a period of 10 years. Findings from questionnaire and interview data included: (1) within the 105 subjects, the cost of preparation ranged from $1,340 to $2,122, (2) The average annual student earnings ranged from $1,218 to $2,463, and (3) In three of the four school systems, students will return the cost of their preparation in 10 years of income taxes. The fourth system included pupils with lower earning power and a higher preparation cost. Based on the findings, it was concluded that vocational training of the mentally retarded is a practical economic venture. (Author/US)

ED055397# EC040219

Building a Network of Services: 1963-1971. Final Report: Greater Cleveland Mental Retardation Development Project.

Buckman, Rilma Oxley

Welfare Federation of Cleveland, Ohio.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Publ. Date: Sep 71 Note: 287p.
Available from: Welfare Federation of Cleveland, 1001 Huron Road, Cleveland, Ohio 44115
Document Not Available from EDRS
Descriptors: *Community Coordination/ *Community Planning/ Community Services/ Cooperative Planning/ Demonstration Projects/ *Exceptional Child Services/ Interagency Coordination/ *Mentally Handicapped/ Program Development/ Residential Care/ *Vocational Rehabilitation

The final report documents the Greater Cleveland Mental Retardation Development Project, a 5-year demonstration project concerned with solving such problems as how a community can provide all the services and programs needed by the retarded and their families, ensure successful and appropriate employment, and staff and finance such programs. Conducted in four counties, the Project was concerned with five major areas of activity: vocational rehabiliation, education, recreation, clinical services, and residential care, with the primary purpose being the development of vocational rehabilitation and closely related services. The report covers pre-project beginnings (1963-4), the Planning Project (1965), and the Development Project (1966-70), specifying how both conventional and innovative community organization methods made possible achievement of improved vocational rehabilitation services as part of an improved total community network of services. Aspects of the Project detailed include designing and staffing, data gathering and information sharing, vocational habilitation activities, residential care activities, building organizational structure (direct service agencies, advocacy agencies, multi-organizational planning and coordination agencies), and development of services in the more rural eastern counties. (KW)

ED054344 VT013437
A Cooperative Vocational Pattern for In-School Mentally Retarded Youth.
Geteles, Frances; And Others
Occupational Center of Essex County, Orange, N. J.
Sponsoring Agency: Vocational Rehabilitation Administration (DHWE), Washington, D.C.
Note: 102p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors: Control Groups/ *Cooperative Education/ Experimental Groups/ Experimental Programs/ Low Ability Students/ *Males/ Mental Retardation/ *Trainable Mentally Handicapped/ *Vocational Education/ *Work Study Programs

This project was established to experiment with a work-study program for mentally retarded youth in the hope that it would improve the vocational functioning of these adolescents. The 300 male students, aged 14 to 18 with IQs ranging from 43 to 83, were divided into an experimental group and a control group for the purpose of the project.

The experimental group was treated in a program where the following changes were instituted: the time spent in acamedic pursuits was reduced from 5 days to 3 days; the school curriculum was modified to include a greater emphasis on vocationally-related material; and the students were assigned to a community workshop for additional training and rehabilitation services on the 2 days they no longer attended school. The control group remained in school for the full 5 days per week. Results showed that more of the experimental group completed their year in school than did the control group. Fewer of the experimental group were institutionalized during or after the project, and some showed signs of personal growth. (GEB)

ED052363 VT1013497

Automation in Vocational Training of the Mentally Retarded. Section I and II. Abstract of Final Report.

Platt, Henry; and Others

Devereux Foundation, Devon, Pa. Inst. for Research and Training.

Sponsoring Agency: Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Report No.: VRA-993-P-63

Note: 22p.

EDRS Price [illegible]$0.76 HC-$1.58 Plus Postage

Descriptors: Autoinstructional Aids/ Automation/ *Emotionally Disturbed/ *Instructional Aids/ Mentally Handicapped/ Mental Retardation/ *Programed Materials/ *Slow Learners/ Teaching Methods/ Vocational Education/ *Vocational Rehabilitation

This project was primarily concerned with the preparation, development and refinement of programed material in prevocational and work-related areas for use with the Devereux Model 50 Teaching Aid and other autoinstructional aids that are readily available throughout the country. A secondary goal was the evaluation of the effectiveness of using programed instruction in vocational training of adolescents with moderate intellectual and/or emotional handicaps. Four teaching methods used included the: (1) Automated Method, (2) Conventional Method, (3) Integrated, and (4) Programed Lecture. The most effective of the four methods proved to be the integrated method, while the automated method was more efficient than the conventional and the programed lecture methods. Students who were taught by the machine method alone, demonstrated the weakest performance of proficiency tests. A final conclusion was that the training of mentally retarded and emotionally handicapped adolescents can be enhanced through a coordinated program of good teaching instruction and programed instruction. (Author/GEB)

ED052333 VT013326

Bridging the Gap Between School and Employment; A Cooperative Program of Special Education-Vocational Rehabilitation. Final Report.

Oklahoma City Public School System, Okla.; Oklahoma State Board for Vocational Education, Stillwater. Rehabilitation Service Div.

Sponsoring Agency: Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Publ. Date: Jul 64 Note: 63p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Educational Coordination/ Educational Needs/ *Mentally Handicapped/ Program Designed/ *Program Devélopment/ Student Needs/ *Vocational Education/ Vocational Rehabilitation/ *Youth Problems

Neither the Oklahoma public schools nor vocational rehabilitation had the resources requisite to an adequate preparatory program for educable mentally retarded children. Thus, a number of meetings, attended by public school and rehabilitation personnel, resulted in the decision to pool the resources of both into a cooperative program designed to bridge the gap between school and employment. The purpose of this cooperative effort was to provide a meaningful and constructive school program with holding power, more adequate preparation, an opportunity for employment, and satisfactory adjustment for the educable mentally retarded of the community. To facilitate the cooperative program, a research and demonstration grant was approved for a 3-year study. This document is the final report of that project. Major sections of the report include: (1) Program of Rehabilitation and Educational Services, (2) Project Developments, (3) Implications, and (4) Conclusions and Recommendation. (Author/JS)

ED050541 EC032426

Preparing the Mentally Retarded in the Areas of Food Preparation and Service.

Mattson, Bruce D.; And Others
Texas Tech Univ., Lubbock. Dept. of Special Education.
Sponsoring Agency: Texas Education Agency, Austin.
Publ. Date: May 71 Note: 114p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: Curriculum Design/ *Educable Mentally Handicapped/ *Exceptional Child Education/ *Food Service Workers/ Mentally Handicapped. *Program Design/ Program Proposals/ *Vocational Education

The report of a project for planning a training program for the mentally retarded in the areas of food preparation and service summarizes activities of the planning project and makes recommendations for possible implementation. The training program is designed for educable mentally retarded youth who would benefit from specific vocational education programs at the high school level. The need for this training program and employment projections are presented. Aspects of the training program which are discussed and for which recommendations are made include staffing needs (qualifications, sources of personnel, teacher/student ratio), student selection criteria and procedures, the training setting and equipment needed, and areas of specialization to be emphasized. Behavioral objectives and curriculum content recommendations are made, including suggested teaching units, objectives, training activities and resources, and evaluation techniques for 10 specific curriculum areas. Also covered are possible relationships with other school programs and personnel, and with rehabilitation agencies and trade organizations. A suggested budget, totaling $44,250, for the initial year of a demonstration project for training mentally retarded students according to these plans and recommendations is included. (KW)

ED050500 EC032214

Preparing Teachers of Secondary Level Educable Mentally Retarded. Project Report No. 1.

Brolin, Donn; Thomas, Barbara

Stout State Univ., Menomonie, Wis.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-70-4818(603)

Publ. Date: Apr 71 Note: 116p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: Conference Reports/ *Educable Mentally Handicapped/ *Exceptional Child Education/ Interpersonal Competence/ Mentally Handicapped/ Models/ Program Development/ *Program Proposals/ Questionnaires/ Secondary School Students/ *Teacher Education/ *Vocational Education

Identifiers: Wisconsin

An interim report on the Stout State University model for training special class teachers to prepare secondary level educable mentally handicapped students for social and vocational adjustment is presented. Pertinent literature is reviewed; and the Stout State proposal which emphasizes academic skills and incorporates vocational education and rehabilitation in secondary level teacher preparation is described. Proceedings from a conference (Menomonie, Wisconsin, November 12-13, 1970), held to assist the Stout project staff in determining the efficacy of the model. Include eight papers which deals with the needs of secondary level educable mentally handicapped students and competencies needed by their teachers. Conference questionnaire results are cited and the data is noted as having served as a basis for a field questionnaire sent to all teachers and administrators of secondary level educable mentally handicapped classes in Wisconsin. The data from the field questionnaire, when received, are considered by the author to be primary sources of curriculum study prior to preparing a secondary level special education teacher training program for Stout. (CD)

ED048682 EC031786

A Prototype for a High School Vocational Special Education Program. Papers and Reports, Volume 2, Number 2.

Gaar, Basil L.

University of South Florida, Tampa. Institute III: Exceptional Children and Adults.

Publ. Date: 70 Note: 31p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *Administration/ Administrative Problems/ Class Organization/ *Educable Mentally Handicapped/ *Exceptional Child Education/ Mentally Handicapped/ Program Design/ Reading Materials/ Scheduling/ *Vocational Education

Identifiers: Florida

A prototype for a high school vocational special education program for educable mentally handicapped children is offered as a possible design for school systems. Six concerns are dealt with to provide some direction: objectives of the program, eligibility for the program, staffing needs, length, curriculum, and departmental as well as cooperative responsibilities concerning administration of the program. The appendixes include a chart on pupil placement, a typical class schedule for vocational education, and reading suggestions for occupational orientation, vocational math, social studies, and vocational exploration for grades 10-12. The report is volume 2, number 2 of Papers and Reports from Institute III: Exceptional Children and Adults, University of South Florida. (CD)

ED047464 EC031610

A Coordinated Program of the Department of Vocational Rehabilitation and Public Schools for Mentally Retarded Students in Basic Academic Track. Final Report.

District of Columbia Dept. of Vocational Rehabilitation, Washington, D.C.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Publ. Date: Jun 69 Note: 112p

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: Adolescents/ *Disadvantaged Youth/ *Educable Mentally Handicapped/ *Exceptional Child Research/ Job Placement/ Program Descriptions/ Senior High Schools/ *Slow Learners/ Vocational Counseling/ Vocational Education/ *Vocational Rehabilitation

Identifiers: District of Columbia

The services and effects of a 3-year project designed for a selected group of students in the low range of mental ability (and/or with subaverage intellectual functioning) enrolled in the Eastern High School (Washington, D.C.) are reported. The objects of the demonstration project were to provide for unmet academic, social, prevocational and vocational needs of handicapped students; to provide vocational rehabilitation services concurrent with educational services to enhance job placements; and to establish a mutually facilitative relationship between the Department of Vocational Rehabilitation and Public Schools. The project population consisted of 12 to 13% of the student body (age range of 16 to 21 years) from culturally disadvantaged backgrounds who were exposed to vocational counseling and guidance, training, employment, and followup counseling. During the project period (1965-1968), 784 referrals were received; of these, 330 cases were accepted for services. The cases closed as successfully rehabilitated during the project period numbered 140, representing approximately 42% of the cases accepted for services. Clerical and sales occupations accounted for the job placements in about 66% of the cases. Information on project expenditures, implications, and specific recommendations are provided. (RD)

ED047438 EC031518

Vocational Preparation: Suggestions for Teachers of the Handicapped.

Walden, S. Bernie; And Others

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Publ. Date: Oct 70 Note: 151p.

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: *Curriculum Guides/ *Exceptional Child Education/ Job Skills/ *Mentally Handicapped/ Teaching Guides/ *Vocational Education/ Wages/ Work Attitudes

Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self awareness to finding and securing a job. A starter unit of 13 lessons is diagramed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included. (RS)

ED046182 EC031267

Oklahoma Curriculum Guide for Teacher-Coordinators of Educable Mentally Handicapped Students.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Publ. Date: 70 Note: 115p.; Vol III - Grades 10-11-12

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: *Curriculum Guides/ *Educable Mentally Handicapped/ *Exceptional Child Education/ *High School Students/ Mentally Handicapped/ Resource Guides/ Teacher Developed Materials/ Teacher Role/ Teaching Guides/ *Vocational Education

Identifiers: Oklahoma

Designed for teachers of educable mentally handicapped adolescents (grades 10, 11, 12), the guide provides basic resource units, outlines for each unit and duties of the teacher, and supportive materials to be used. Supervised work experience is coordinated with classroom instruction as well. The guide complements the two books of the three volume series (EC 031 265 and EC 031 266) on primary through secondary grades. (CD)

ED046166 40 EC031250
Demonstration of Dissemination Practices on Special Class Instruction for the Mentally Retarded: Utilizing Master Teachers as In-Service Educators, Volume II. Final Report.
Meyen, Edward L.
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.: BR-6-2883
Grant No.: OEG-3-7-02883-0499
Publ. Date: Nov 69 Note: 163p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors: Evaluation/ *Evaluation Methods/ *Exceptional Child Education/ Films/ *Inservice Teacher Education/ *Mentally Handicapped/ *Program Evaluation

Volume 2 of three volumes dealing with demonstration of dissemination practices on special class instruction for the mentally handicapped (utilizing master teachers as in-service educators) reports on the evaluation of project activities. A frame of reference on the overall project is provided, and data regarding the effectiveness of the model emphasized. The evaluation process is structured to provide an ongoing source of feedback on the model. Demographic features, evaluation procedures, results, and conclusions and recommendations are cited. Volume 3 is a filmed report. The film begins with a recognition of the problems faced by the classroom teachers, works towards an understanding of the responsibilities of the consulting teacher, and concludes with an inside view of the system at work. (CD)

ED044874 24 EC030843
The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service. Final Report.
Steffenberg, Mary L.
Brandywine Springs Junior High School, Wilmington, Del.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-8-043
Grant No.: OEG-0-8-080043-3707(010)
Publ. Date: 1 Jul 69 Note: 41p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Curriculum/ *Educable Mentally Handicapped/ *Educational Programs/ *Exceptional Child Research/ *Food Service Workers/ Junior High School Students/ Mentally Handicapped/ Program Descriptions/ *Vocational Education

A Food Service Laboratory Project was initiated at a junior high school for the training, participation, and observation of educable mentally retarded (EMR) students. Thirty EMRs participated in the vocational training program, the academic portion of which was work-oriented and closely related to the work in the Food Service Laboratory. Students, after training, were placed in jobs in a school-work experience program.

community support was elicited, placement opportunities developed, and the 14-17 year old students placed in jobs, in which some limited success was noted. Included are curriculum guides developed, equipment specifications, scales and forms used. Progress was noted in in-school retention rate, basic skill subjects, and growth and maturity of students. Recommendations for futher program improvement are made. (KW)

ED044039 95 EM008521

Computer Assisted Instruction for Vocational Rehabilitation of the Mentally Retarded.

Knutson, Jack M.; Prochnow, Robert P.

Texas Univ., Austin, Coll. of Education.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.: Monograph-2

Grant No.: OEG-RT-12

Publ. Date: Aug 70 Note: 54p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Behavioral Objectives/ *Computer Assisted Instruction/ Computer Graphics/ Computer Programs/ *Educable Mentally Handicapped/ Individualized Instruction/ Individualized Programs/ *Instructional Materials/ Programed Instruction/ Retarded Children/ Task Analysis/ *Vocational Rehabilitation

Identifiers: Texas Central Education Agency

A computer-assisted instructional module to teach educable mentally retarded students the survival skill of making change was developed in a two-year project at the University of Texas at Austin. Behavioral objectives were determined through consultation with various interested personnel, including the staff of the Vocational Training Annex at the Austin State School and the staff of the Mary Lee School of Special Education. After determining subskills by task analysis, it was determined that the ability to identify the denominations of coins and to know the proper value of each was a necessary minimal entering behavior. The IBM 1500-1800 computer system was chosen for its reliability and sophisticated terminals. A metal overlay keyboard was designed containing ten oversize keys; this allowed actual coins to be placed on the keys. Thirty-eight subjects were used, ranging in age from 12 to 30 and in IQ from 45 to 80; 21 students complete all parts of the course. Every student who completed the course improved his score from pre- to posttest, and retention appeared to be substantial. Student responses were studied as the basis for future revisions. CAI can be used successfully with the mentally retarded student; the questions remaining is whether time and money should be invested in this approach. (MF)

ED039386 AA000564

Vocational Education and Work Study Programs. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).

Council for Exceptional Children, Arlington, Va.
Publ. Date: Apr 70 Note: 67p.
EDRS Price MF-$0.76 HC-$3.34 Plus Postage
Descriptors: *Educable Mentally Handicapped/ *Exceptional Child Education/ *Mentally Handicapped/ Program Descriptions/ Secondary Education/ Self Concept/ Student Evaluation/ Vocational Aptitude/ *Vocational Education/ *Work Study Programs

The implementation of a work-study program in a rural depressed area, the operation of the program, and evaluation are discussed in the first of six papers on vocational education for the retarded. The sheltered workshop at the Kurtz Training Center in Pennsylvania is described with a focus on promoting self image and adjustment. A 6-year secondary program for students with IQ's of 80 and below, located in a self-contained high school, is considered. Also examined are two aspects of work aptitudes and prevocational evaluation in work-study programs. (RJ)

ED038532 VT010857
A Simulated Instructional Model for Educating Mentally Retarded Students for Employment in the Hotel-Motel Industry.
McGowan, Richard J.; Mongerson, M. Duane
State Univ. of New York, Buffalo, Coll. at Buffalo.
Sponsoring Agency: New York State Education Dept., Albany. Bureau of Occupational Education Research
Publ. Date: Dec 69 Note: 37p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Curriculum Research/ *Educable Mentally Handicapped/ Hotels/ *Instructional Programs/ *Maids/ *Program Descriptions/ Program Planning/ Service Occupations/ Simulated Environment/ Simulation/ Systems Analysis/ Teaching Techniques/ Trainable Mentally Handicapped/ *Vocational Education

Developed by the Campus Laboratory School of the State College of Buffalo, this program description proposes a simulated work environment which could be used to train educable and trainable retardates for hotel/motel aides more effectively and economically than on-the-job training or classroom lecture instruction. The proposed method of instruction is one of using simulation techniques, including gaming, in-basket, and mechanical and multi-media. A conceptualization of the learning process is expressed in a curriculum model which emphasizes a systems analysis approach and consists of behaviorally-based learning experiences. The program contains 18 training modules each lasting 60 minutes and consisting of one video-tape, supporting instructional materials, and a simulated work environment for the student. Also discussed is the use of the Critical Path Method in planning and evaluating a curriculum research program. References are included, and sample course units are appended. These procedures could be used as a generalizable curriculum model with other groups in a variety of academic and vocational areas. (SB)

ED037862 EC005265

Special Education: Program of Studies for Senior High School, Core IV.

Forsyth County - Winston-Salem City Schools, N.C.

Publ. Date: 68 Note: 152p.

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: Art/ Business Education/ Clothing Instruction/ *Curriculum Guides/ *Educable Mentally Handicapped/ *Exceptional Child Education/ Graphic Arts/ Handicrafts/ Homemaking Education/ Language Arts/ Mathematics Education/ *Mentally Handicapped/ Nurses Aides/ Power Mechanics/ Prevocational Education/ Reading/ Secondary School Students/ Shop Curriculum/ Typewriting/ *Vocational Education

A curriculum guide for senior high school educable retarded pupils, based on activities undertaken during the first 2 years of the special program, is oriented toward job training and preparation. Purposes, course structure, and objectives are given for each of the following areas of study: arts and crafts, binding, business practice, driver education, foods and related services, graphic arts, language arts, mathematics, mechanical drawing, nurse's aide, power mechanics, reading, sewing and clothing instruction, shop, social competence, and typing. Lists of references and films are provided. (RJ)

ED036946 EC005148

These, Too, Must Be Equal.

President's Committee on Employment of the Handicapped, Washington, D.C.; President's Committee on Mental Retardation, Washington, D.C.

Publ. Date: 69 Note: 28p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: Community Attitudes/ Employment/ *Exceptional Child Services/ Manpower Needs/ Medical Treatment/ *Mentally Handicapped/ Prevocational Education/ Public Relations/ Residential Centers/ Vocational Education/ *Vocational Rehabilitation

Addressed to the general public, the booklet describes the need for lesser skilled workers and for changed attitudes toward the mentally retarded. The successes and failures of vocational rehabilitation are assessed; the citizen's role in meeting employment problems of the retarded is asserted. Aspects of rehabilitation are presented, including early preparation, education and training, medical rehabilitation, employment, independent and sheltered living, and mass promotion and education. Definitions are appended of mental retardation, education, and rehabilitation; also appended are charts treating levels of retardation and program and information sources. (JD)

ED035120 EC004292

High School Sheltered Workshop for the Retarded in Missouri. Final Report.

Project, Inc., St. Louis, Mo.

Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.

Publ. Date: 61 Note: 49p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Community Programs/ Contracts/ Demonstration Projects/ Employment Potential/ Evaluation Methods/ *Exceptional Child Services/ Income/ Job Placement/ *Mentally Handicapped/ Prevocational Education/ Rehabilitation Programs/ *Sheltered Workshops/ Staff Role/ Vocational Counseling/ *Vocational Rehabilitation/ Young Adults

A 3-year demonstration project at a sheltered workshop has provided prevocational training for 137 mentally retarded young adults, placed 28 of them in industry, and employs 38 in the sheltered workshop. The report includes goals and objectives of the project, project organization and operation, training procedures and techniques, contract procurement, sheltered employment and placement data, community relationship and public education, summary and conclusions, future plans and developments, considerations for the future, and data on finances, contract earnings, trainee characteristics. (age, sex, length of training, wages, vocational placement), and a rating scale of trainee employability. (LE)

ED034328 EC004263
These Are Not Children; A Play About Opportunities for the Mentally Retarded.
Alden, Jerome; Johnesse, Adaline
Family Services Association of America, New York. Plays for Living.
Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.
Publ. Date: 62 Note: 40p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Adjustment (to Environment)/ Drama/ *Exceptional Child Services/ Family Relationship/ *Mentally Handicapped/ Parent Attitudes/ Public Education/ Skits/ *Vocational Rehabilitation

The play, which involves a mentally retarded youth, his parents, and a rehabilitation counselor, gives dramatic emphasis to the youth's problems in adjusting to the outside world and to the adjustment problems of the parents. The character of Joey is used to demonstrate that the retarded can be helped to lead useful and productive lives and to gain feelings of status and pride. A discussion guide is included. (LE)

ED029972 08 VT008457
The Development of Specialized Educational Programs for Poor Learners for Use in Non-Educational Settings. Final Report.
Sandhofer, Richard G.; Nichols, Jack L., Ed.
Minneapolis Rehabilitation Center, Inc., Minn. Research and Development Div.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; United Fund of Minneapolis, Minn.
Bureau No.: BR-5-0191
Grant No.: OEG-6-85-088

Publ. Date: Dec 68 Note: 43p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: Adult Vocational Education/ Audiovisual Instruction/ Autoinstructional Aids/ *Autoinstructional Programs/ Experimental Programs/ Individualized Instruction/ Job Skills/ *Job Training/ Material Development/ *Program Descriptions/ Programed Instruction/ *Slow Learners/ *Vocational Rehabilitation

Automated audio visual vocational training courses for duplication machine operator and janitor occupations were developed for poor learners to use in rehabilitation centers, state hospitals, etc. Program development included: (1) surveying pertinent literature in the field of program learning of occupations, (2) visiting business and industrial concerns to determine trainee responsibilities, (3) training curriculum development personnel, (4) preparing, testing and revising subject matter, (5) selecting a presentation system, (6) integrating the content and presentation system, and (7) monitoring trainee performance in the completed program. The teaching system used programmed questions and response booklets, tape recordings, color slides, structured practice, and human supervision. It was concluded that the programs imparted the necessary skills to poor learners, and could be effectively used in non-educational settings. Individualized vocational training for poor learners has some distinct advantages, and the techniques can be used with similar job training programs for other occupations. The development and reproduction of the programs proved to be time-consuming, difficult and costly. (FP)

ED029146 VT008395

The Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System. Final Report of a 5-Year Collaborative Study.

New York State Education Dept., Albany, Div. of Vocational Rehabilitation.

Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.

Grant No.: RD 829

Publ. Date: Jun 68 Note: 198p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: *Educable Mentally Handicapped/ *Emotionally Disturbed Children/ Individual Characteristics/ Longitudinal Studies/ *Physically Handicapped/ Prevocational Education/ Questionnaires/ Socioeconomic Status/ *Urban Youth/ Vocational Development/ *Vocational Rehabilitation

This study was designed to test the belief that severely handicapped children are comparatively unready to utilize vocational services at the time they leave school, because, in comparison with normal children, they have not been exposed to a variety of prevocational work experience in their formative years. The study sample comprised approximately 280 handicapped children ranging in age from 14 to 17. The children were subdivided into three disability groupings: the physically disabled, the educable mentally retarded, and the emotionally disturbed. It was found that the physically disabled children evidenced more benefit from the services than did the other two groupings. The mentally retarded showed gains in socialization but not in employability, and the emotionally disturbed children did not show any significant benefits. It is believed that prevocational services will be more effective if they are provided within the school system itself. A related document is ED 015 314. (CH)

ED028304 08 VT008278

Interdisciplinary Workshop for Special Education and Vocational Education Teachers. Final Report.

Johnson, G. Orville

Ohio State Univ., Columbus, Center for Vocational and Technical Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-8-0845

Grant No.: OEG-0-08045-5664-085-032

Publ. Date: Feb 69 Note: 21p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Educable Mentally Handicapped/ Employment Qualifications/ *Interdisciplinary Approach/ Program Development/ Skill Development/ *Special Education/ Student Enrollment/ *Teacher Workshops/ *Vocational Education

The purposes of the workshop were (1) to provide a means by which professionally trained educators in special education and vocational education should work as a team in designing local school programs for educable mentally retarded students, (2) to create favorable attitudes in special education and vocational education teachers toward combined educational services for educable mentally retarded students, and (3) to develop guidelines and materials that could be used in organizing and implementing combined programs. The general content of the sections conducted by the specialists in mental retardation included home and environmental background, learning characteristics, adjustment and behavior, physical and motor abilities, general education achievement, and vocational and community adjustment. The vocational education specialists discussed such topics as the objectives of vocational education, distributive education, content areas, selection of students, skills taught and knowledges required, and expected outcomes. (CH)

ED027373 VT004556

Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. Vol. 48, No. 10.

Younie, William J., Ed.

Virginia State Dept. of Education, Richmond. Special Education Service.

Publ. Date: June 66 Note: 75p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Educable Mentally Handicapped/ *Guidelines/ Mental Retardation/ *Program Development/ Special Education/ Standards/ *Vocational Education/ *Work Study Programs

Identifiers: Institute for Local Directors of Special Education

An outcome of the Institute for Local Directors of Special Education held in Charlottesville, Virginia, March 3-5, 1965, the document recognizes the great variance in local conditions and is intended as a guide for local administrators rather than a statement of specific policy. Sections included: (1) "Historical Perspectives" by Jamie Brewer, (2) "philosophical Guidelines" and "Organizational Guidelines" by William Younie, (3) "Curriculum Guidelines" by Jennie Brewer and Howard L. Sparks, (4) "Administrative Directions" by Harrie M. Selznick, and (5) "State Rehabilitation Services" by R. W. McLemore. In the final section, "Some Capsule Programs," intended to stimulate thinking about technical programs. William J. Younie presents nine program descriptions each of which is a composite of two or more actual programs. (JK)

ED025078 EC003035

The Influence of Occupational Information Counseling on the Realism of Occupational Aspirations of Mentally Retarded High "school Boys. An "experimental Research Project.

Jeffs, George A.

Nevada Univ., Reno, Coll. of Education.

Sponsoring Agency: Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Grant No.: VRA-RD-1391-P

Publ. Date: 64 Note: 256p.

EDRS Price MF-$0.76 HC-$13.32 Plus Postage

Descriptors: *Curriculum/ Curriculum Development/ Educable Mentally Handicapped/ *Exceptional Child Research/ Interest Research/ Interest Scales/ *Mentally Handicapped/ Occupational Aspiration/ Occupational Choice/ Occupational Guidance/ On The Job Training/ *Slow Learners/ Socioeconomic Status/ Vocational Adjustment/ *Vocational Education/ Work Experience Programs

In a study on promotion of realistic occupational goals in the mentally and academically retarded, 86 boys (aged 16 to 19 years) from two senior high schools located in two similar, juxtaposed Nevada cities (Reno and Sparks) were utlized. Groups included 16 mentally retarded students (IQ range 53 to 88, mean 78; Social Maturity Quotient range 60 to 80; academic retardation of at least 3 years), 38 slow learners (IQ range 83 to 105, mean 96), and a control group of 32 Track 3 low intellectual and achievement level students. All were pre- and posttested with the Occupational Aspiration Scale; the Wechsler Adult Intelligence Scales and the Socio-Economic Scale were also used. The mentally retarded, who received both on the job training and occupational information, and the slow learners, who received just the occupational training, reduced their total occupational aspiration and idealistic level significantly (p .01) when compared to the control group who did not significantly reduce either one. However, the slow learner group, in contrast to the mentally retarded, actually increased their idealistic level, indicating that on the job training was more effective than occupational information alone. The basic course in occupational information is included. (LE)

ED021354 EC001195

Proceedings of a Symposium on Habilitating the Mentally Retarded (Mankato, Minnesota, February 11, 1967).

Ayers, George E., Comp.

Mankato State Coll., Minnesota. School of Education

Publ. Date: 67 Note: 51p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Administration/ Conference Reports/ Cooperative Programs. Counselors. Curriculum Development/ Education Needs/ *Exceptional Child Education/ *Mentally Handicapped/ Secondary Schools. Teachers/ *Vocational Adjustment/ *Vocational Education/ Work Experience Programs/ Work Study Programs

Identifiers: Minnesota

Sponsored by the Rehabilitation Counseling Program and the Department of Special Education, both at Mankato State College, and by the Minnesota Council for Exceptional Children, the conference was designed to to strengthen communication and cooperation between special education and and vocational rehabilitation planners and practitioners, and thus to contribute to the process of habilitation the mentally retarded. The keynote address, by Mrs. Hubert Humphrey, a member of the President's Panel on Mental Retardation, considers "Comtemporary Needs in Habilitating the Mentally Retarded." The first panel discussion, centering on directions for a continum of education and vocational rehabilitation for the mentally retarded, treats the following: developing a vocatioannly oriented curriculu, agreements between special education and vocational rehabilitation, and administrative directions in school-work experience programs. The second panel on cooperative work-study programs in Minnesota discusses the roles of the special class teacher, the vocational adjustment coordinator, and guidance counselors. A list of conference participants and their address is included. (DP)

ED021046 VT002890

A Model Vocational Education Program for the Slow Learner.

Kitzmiller, Richard L.

Franklin County School Board, Chambersburg, Pa.

Publ. Date: Jan 67 Note: 234p.

EDRS Price MF-$0.76 HC-$12.05 Plus Postage

Descriptors: *Area Vocational Schools/ Bibliographies/ Courses/ *Curriculum Research/ Demonstration Programs/ Educable Mentally Handicapped/ Employment Opportunities/ Job Analysis/ Literature Reviews/ *Program Planning/ *Slow Learner/ Surveys/ *Vocational Education

Identifiers: Pennsylvania

The term "slow learner" is used in this report to designate the 18 to 20 percent of school children who measure approximately 50 to 89 IQ on individual intelligence tests. The purposes of the project were to identify areas of vocational opportunity best suited to the abilities and interests of the slow learner. Adopt criteria for optimum educational instruction. Design a model program of vocational education for the slow learner, and determine the staff and facilities needed to operate a demonstration program for 1 year. School superintendents, consultants, guidance counselors, employment counselors, and a status survey of area vocational schools provide information about vocational programs. Questionnaires and rating scales completed by specialists in the field provided information about job complexity, criteria for a slow learner program, and an evaluation of courses. Consultants reviewed the data and made recommendations for implementing a model program. It was concluded that the county area vocational-technical school should provide vocational education for the slow learner and should offer more training in (1) packing, storing, and handling manufactured items, (2) operating automotive equipment and office machines, and (3) general maintenance and processing. Of 17 courses examined in the study, six offered many and six offered some educational opportunities for slow learners. Descriptions of courses to be offered, lists of jobs relating to these courses, an annotated bibliography of resource materials, summaries of meetings, the instruments, and data are included in 14 appendixes. (PS)

ED019777# EC001170

Mental Retardation Publications of the Department of Health, Education, and Welfare.

Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.

Publ. Date: Dec 66

Document Not Available from EDRS

Descriptors: Annotated Bibliographies/ Bibliographies/ Biological Influences/ Child Rearing/ Clinical Diagnosis/ Etiology/ *Exceptional Child Research/ *Family (Soiological Unit)/ Family Problems/ Federal Legislation/ Federal Programs/ Films/ Handicap Detection/ Handicapped Children/ *Identification/ Institutions/ Legislation/ Medical Treatment/ *Mentally Handicapped/ Mental Retardation/ Services/ *Vocational Education/ Vocational Rehabilitation

The bibliography lists 183 health, education, and welfare department publications (1957-66) concerned with mental retardation. The annotation for each entry includes a brief description of the contents of the publication and how it may be obtained. Broad subject headings are general (38 entries). Legislation and federal programs (43), specific handicapping conditions (24), institutions and home care (14), detection, diagnosis and treatment (19), rehabilitation education and employment (19), family (16), and films (10). Subject and author indexes are included. This document is available from the Secretary's Committee on Mental Retardation, Department of Health, Education, and Welfare, Washington, D.C. 20021. (JD)

ED016466 JC670944

Vocational Programming for the Retarded.

Brice, Carl R.

American Vocational Association, Washington, D.C.

Publ. Date: May 66 Note: 5p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Junior Colleges/ *Mentally Handicapped/ Mental Retardation/ Retarded Children/ *Trade and Industrial Education/ Trainable Mentally Handicapped/ *Vocational Education

A successful program of vocational training for the mentally retarded is being carried on at the Madison (Wisconsin) vocational, technical, and adult schools. The trainees must be 17 years or older, with an IQ of approximately 50-75. The school of quantity food preparation contributes greatly to this program. For while it mainly teaches chef and bakers, it can also provide training in dish racking, bus boy service, dishwashing machine operation, equipment care and cleaning, and and stockroom duties. By practicing in the school cafeteria, the students learn in a real but protected work environment that helps them in both their social and vocational adjustment. This training can be applied not only in the food and restaurant industry, but also in hospitals, laundries, canneries, and the like. The course further includes instruction in such personal needs as the use of the telephone and public transportation, attending to social security and insurance regulations, using leisure time and recreational facilities, etc. Several businesses in the community provide traineeships. Both the job placement rate and job stability have been high. This article is published in "American Vocational Journal," Volume 41, Number 5, May 1966. (HH)

ED014539 VT000840

A Cooperative Job Training Program for Retarded Youth. Part II. The Relationship between Selected Variables and Success of the Retardate in the Cooperative Work-Study Program. An Analysis of Predictive Power.

Erickson, Richard C.

Evansville-Vanderburgh School Corp., Ind.; Purdue Univ., Lafayette. School of Technology.

Publ. Date: 66 Note: 84p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: Achievement Rating/ *Cooperative Education/ *Educable Mentally Handicapped/ *Predictive Ability (Testing)/ Senior High Schools/ Special Education/ Student Evaluation/ Tests/ *Vocational Adjustment/ *Vocational Education

Identifiers: Evansville/ Indiana

A random sample of 55 educable mentally retarded students was selected from those identified on the basis of intelligence test scores, achievement test scores, scholastic grades, and teacher's appraisal. This sample was studied to -- (1) determine the nature of a series of selected predictor variables as they relate to the success of mentally retarded youth in work-experience programs, and (2) identify effective combinations of these predictor variables. Variables were age, sex, reading achievement, arithmetic achievement, Wechsler Adult Intelligence Scale (WAIS) Verbal, WAIS Performance, WAIS Full Scale, Tapping test, steadiness test, perceptual motor survey, behavioral rating scale, adjective checklist, picture arrangement list, teacher prognosis, and teacher personality rating. The dependent variable was success on the job as rated by four certified cooperative coordinators. It was related to each and to varying combinations of the predictor variables by means of a multiple regression analysis. Only five of the 15 predictor variables were found capable of making statistically significant (.05 level) contributions to the prediction of success in the program -- (1) The Adjective Checklist, (2) Picture Arrangement Test, (3) WAIS Performance IQ, (4) Stanford Arithmetic Achievement Test, and (5) Steadiness Test. The Adjective Checklist establishment and operation of the work-study program. Criterion to independently be of practical significance in predicting success in the work-study program. They study represents an early and tentative step toward the establishment of the "true" relationship between selected prediction measures and success in a particular type of vocational education. Part I describes the establishment and operation of the work-study programs (VT 000 839). (EM)

ED014538 VT000839

A Cooperative Job Training Program for Retarded Youth. Part I. The Establishment and Operation of the Cooperative Work-Study Program.

Eddy, Max; And Others.

Evansville-Vanderburgh School Corp., Ind.; Purdue Univ., Lafayette. School of Technology.

Publ. Date: 66 Note: 90p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: Control Groups/ *Cooperative Education/ *Demonstration Projects/ *Educable Mentally Handicapped/ Experimental Groups/ Grade 9/ Grade 10/ Instructional Materials/ Job Placement/ Program Descriptions/ *Program Development/ Special Education/ *Vocational Education

Identifiers: Evansville/ Indiana

A study was initiated in 1963 to (1) develop a program of vocational instruction using the cooperative work-study methodology, (2) test the effectiveness of such programs as a means of training and placing retarded youth in jobs, and (3) develop criteria for predicting the success of retarded pupils in cooperative work study and in employment. The population consisted of 96 educable mentally retarded students from three Evansville, Indiana High schools. Randomly selected control groups of 20 and 17 were selected from Central and Bosse High Schools. The remainder, including 13 students from North High, served as the experimental group. The control groups were scheduled for social studies, mathematics, physical education, practical arts, and study hall. The experimental group was scheduled for social studies, mathematics, related information, and work experience. Some conclusions were -- (1) Teachers, coordinators, and employers attest to general improvement of the group, (2) With adequate publicity, personal contacts, and understanding, employers respond well to the opportunity to participate. (3) The program has been accepted by vocational education administrators at the state level. (4) The discipline for which a coordinator is recruited does not appear to be critical. (5) Special instructional materials are necessary, and (6) progress of the trainees appeared to be seriously impaired by interruption of the training process. Samples of forms and instructional information are given in the appendix. Part II of the report is also available (VT 000 840). (EM)

ED012981 EC000174

Programs for Educable Retarded Pupils in the Secondary Schools.

New Jersey State Dept. of Education, Trenton.

Publ. Date: Mar 66 Note: 8p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Educable Mentally Handicapped/ *High School Curriculum/ Secondary Grades/ Special Education/ *Vocational Education/ *Work Experience Programs

Identifiers: Trenton

The New Jersey program for educable mentally handicapped students in secondary schools recommends integration of these students into the regular driver education and physical education programs. Classification of mentally handicapped children for placement purposes is the responsibility of the local board of education and the phychological examiner. Educable mentally handicapped students may be transferred from the elementary school to the secondary school upon certification by the elementary school that the special education program has been completed. Facilities of business and industry are a necessary part of the secondary school's vocational education program. Characteristics, objectives, and suggested student placements in work experience programs are listed. Federal funds are available for research and demonstration projects dealing with vocational rehabilitation. This article is the exchange, Volume 10, Number 2, March 1966. (JW)

ED012793 08 AA000153

A Survey of Existing Multi-Occupational Programs of Vocational Education in New York and Certain Other States.

Leighbody, Gerald B.

State Univ. of New York, Buffalo.

Report No.: BR-5-0043-3

Contract No.: Dec-5-85-110

Publ. Date: Feb 67 Note: 41p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *Comparative Analysis/ *Program Descriptions/ *Slow Learners/ Special Education/ *Special Programs/ *Vocational Education/ *Work Study Programs

The characteristics of six different community high school programs for students with special needs were identified to assess their common features, innovations, and successful practices. These programs were of a multi-occupational nature, designed to meet the needs of slow learners. Data were secured by means of interviews with key personnel, observation of the program in action, and study of official records. Considerable variation was discovered among the programs studied. All of them served slow learning students but in some cases dropouts and predropouts who were not in the slow learner group were also served.

Most of the programs used occupationally related activities and studies in actual work experience to make school sufficiently attractive to prevent students from dropping out. To add to their general education, and to provide a basis for more specific vocational preparation. Only one of the programs was found to be geared directly to job preparation and placement. Based on the findings, a number of suggestions for developing occupationally oriented programs for slow learners were made. All federal funds for this contract were subcontracted through the Bureau of Occupational Education, New York State Education Department. (GD)

ED012526 EC000175

Pre-Vocational Preparation of Exceptional Children and Youth in the City of Everett, Washington.

Cowles, Anna; And Others
Everett School District, Wash.
Publ. Date: Jan 67 Note: 38p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *Curriculum Guides/ *Educable Mentally Handicapped/ On the Job Training/ Prevocational Education/ Special Education/ *Vocational Education/ *Work Study Programs

Identifiers: Everett

Participants in the Everett High Schools Job Threshold Program are selected individually following completion of the 3-year, junior high school, special education program. The 3-year program combines classwork with on-the-job training and works toward regular full-time employment of students at the completion of the program. Program objectives, eligibility requirements, class-job schedules, and administrative responsibilities are presented. Specific curriculum guides developed to prepare the student for full-time responsibilities in the occupational world are included. (VO)

ED012522 EC000109

A Handbook for You the Worker.

Baltimore City Public Schools, Md.
Publ. Date: Feb 66 Note: 66p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Educable Mentally Handicapped/ *Employee Responsibility/ *Instructional Materials/ Junior High School Students/ *Secondary School Students/ Special Education/ *Vocational Education

Identifiers: Baltimore

Intended for use by secondary school students. This handbook introduces the prospective employee to the expectations and routines of the working world. In simple narrative form, it explains the functions of the personnel department and provides information about time records, salary and deductions, working hours, sickness, workmen's compensation insurance, personal identification, vacations, emergencies, and safety. Personal characteristics, such as punctuality and appearance, are discussed. Sample employee rating sheets are included. (CF)

ED012136# EC000383

A High School Work-Study Program for Mentally Subnormal Students.

Frey, Roger M.; Kolstoe, Oliver P.

Publ. Date: 65

Document Not Available from EDRS

Descriptors: Job Placement/ *Mentally Handicapped/ Mental Retardation/ Personnel/ Prevocational Education/ Program Planning/ Secondary Grades/ *Sheltered Workshops/ *Special Education/ Teacher Education/ Vocational Directors/ *Vocational Education/ *Work Study Programs

Characteristics and needs of the mentally handicapped and the organization of a 4-year high school work-study program for these students are described for teachers and work-study supervisors. The program includes work and related study through three stages of experience-prevocational training which provides vocational information and experience in sheltered work conditions, job tryout, and supervised vocational placement. An adjusted academic program that is coordinated with the vocational program is explained. Appendixes include a suggested curriculum for a 4-year program and sample employer forms for progress, evaluation, and job analysis. This book was published by the Southern Illinois University Press, 600 West Grand, Carbondale, Illinois 62901. 186 pages. $5.00. (CG)

ED012121# EC000112

Training the Custodian's Assistant.

Carson, Esther; And Others

Alameda County School Dept., Haywood, Calif.

Publ. Date: 62

Document Not Available from EDRS

Descriptors: *Curriculum Guides/ *Custodian Training/ *Educable Mentally Handicapped/ Job Training/ Manuals/ Special Education/ *Vocational Education/ *Work Experience Programs

Identifiers: Hayward

Written as a result of the 1960-61 school year work experience program in special education. This handbook describes a course designed for academically slow high school students learning the skills of custodial work. Illustrated and written in simple language, the handbook serves as a course guide and as information to prospective employers on the training which graduates of the course have completed. Topics discussed are personal habits, cooperation, equipment and supplies, scheduling, cleaning techniques, lifting techniques, fire extinguishing, flag care, and terminology. This document is available from the Alameda County School Department, 224 West Winton Avenue, Hayward, California 94544. (DF)

ED012112 EC000015

Work-Study for Slow Learners in Ohio. Selected Training Materials for Use in Ohio Institutes on Work-Study Programs.

Danielson, Richard H.; Miller, Donald Y.

Ohio State Board of Education, Columbus.

Publ. Date: 65 Note: 106p.

EDRS MF-$0.76 HC-$5.70 Plus Postage

Descriptors: *Curriculum/ *Educable Mentally Handicapped/ On the Job Tarining/ Prevocational Education/ Program Administration/ Program Planning/ Special Education/ *Vocational Education/ Vocational Rehabilitation/ *Work Study Programs

Identifiers: Columbus

This collection of papers was presented at an institute at Kent State University in April 1964. Vocational Education and Work-Study programs for educable mentally handicapped pupils are discussed in relation to the functions of the vocational rehabilitation administration. The establishment and administration of a program, planning the curriculum, forming community rèlationships, and the evaluation, placement, and followup of students. Each of three Ohio work-study programs (Dayton, Sylvania, and Warren) is described from the points of view of an administrator, a principal, and a coordinator. A 58-item bibliography is included. (MY)

ED011729 EC000287

Vocational Rehabilitation for Mentally Retarded Pupil-Clients. Final Report.

Crump, William A.; And Others

Georgia State Office of Vocational Rehabilitation. Atlanta.

Publ. Date: Sep 66 Note: 193p.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: Adolescents/ Community Resources/ Curriculum/ Demonstration Programs/ *Educable Mentally Handicapped/ Job Placement/ On the Job Training/ Personnel/ Records (Forms)/ Secondary Grades/ *Special Education/ State Programs/ Teacher Education/ Vocational Adjustment/ Vocational Counseling/ *Vocational Education/ *Vocational Rehabilitation/ Vocational Training Centers/ Work Study Programs

Identifiers: A. P. Jarrell Prevocational Evaluation and Training Center/ Atlanta

This 5-year demonstration project provided adolescent educable mentally handicapped students with a combined program of vocational rehabilitation and services and other secondary level educational and vocational training experiences. State and local vocational and educational resources were utilized. Students were referred for vocational rehabilitation at age 14. A psychological evaluation, home visit, vocational appraisal report, and a vocational training plan were made for each student. Students aged 14 to 16 were trained in on-campus jobs. Older students were placed in a work study program and were trained at jobs in the community. The number of pupil clients increased from 338 the 1st year of the project to 3,636 in the 5th year. Similarly, the number rehabilitated rose from one to 210. Average case cost per rehabilitant was $247. Of people involved locally who responded to a questionnaire, 80 percent felt the combined program was effective. The length of time in the program as related to job placement was significant. But the IQ score was not a useful predictor of success in employment, on-the-job training, the work study program, and the use of vocational rehabilitation counselors were found to be effective. Thirty related studies are reviewed. Sample forms and evaluations are included. A 41-item bibliography is included. (MY)

ED010926 EC000065
Retarded Youth--Their School-Rehabilitation Needs. Final Report.
Deno, Evelyn; And Others
Minneapolis Public Schools, Minn.
Publ. Date: Mar 65 Note: 166p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: Adolescents/ *Community Services/ Counseling/ *Educable Mentally Handicapped/ *Rehabilitation Programs/ *Special Education/ Student Evaluation/ *Vocational Education

Identifiers: Minneapolis

A 4-year rehabilitation project, developed to investigate means of alleviating deficiencies in school-rehabilitation services, is described. Through a series of research reports and demonstration projects this study evaluated programs preparing adolescent mentally retarded for employment, and at the same time facilitating coordination of community services and offering basic information and techniques. Substudies provide a description of the population served through the project. Followup data on former special class students provides information about work histories, health, sex, race, and the use of vocational and rehabilitation services by those clients. In addition to the data regarding characteristics, problems, potential of the population served, descriptions of the training and guidance programs are provided. Implications in terms of diagnosis, adequacy of existing facilities, attainable goals, and the curriculum are reported. (JW)

ED010594 24
Personal-Social and Vocational Scale for the Mentally Retarded.
Elzey, Freeman, F.; Levine, Samuel.
San Francisco State Coll., Calif.
Report No.: BR-5-1056-CRP-1891
Publ. Date: Nov 66 Note: 46p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *Aptitude Tests/ Evaluation Methods/ *Measurement Techniques/ Personality Assessment/ Social Attitudes/ *Test Construction/ *Trainable Mentally Handicapped/ *Vocational Education

Identifiers: California/ San Francisco

An Evaluation instrument was developed to assess the personal-social and vocational competence of dependent and semidependent mentally retarded individuals in a vocational workshop setting. Two pretests were developed, administered, evaluated, and refined before the final form of the evaluation instrument was constructed. Following analyses of such pretest subscales as "Manual Skills," "Cognitive Skills," "Dependability-Responsibility," and "Social-Emotional." 30 items which had shown appropriate statistical properties in the pretest were used for the final form of the scale. Data on the reliability of the final form of the scale were presented in tables appended to the report. Oddeven correlations were computed for the male, female, and total sample which indicated a high degree of internal consistency. A test-retest coefficient of .85 indicated that the scale could be used reliably by individuals who are familiar with an enrollee's performance. (GD)

ED010280 08

Groundsman-Gardener for Special Class Students (Educable Mentally Retarded Youth), Final Report.

Nicolaysen, G. Roy

Oakland Unified School District, Calif.

Report No.: 22 Jul 65 Note: 33p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *Educable Mentally Handicapped/ *High School Students/ Pilot Projects/ Service Education/ Service Occupations/ Special Classes/ *Summer Programs/ *Vocational Education/ Vocational Rehabilitation/ *Work Experience Programs

Identifiers: Oakland

A summer pilot program was conducted to vocationally train educable mentally retarded (EMR) students. Special class students (16) in the 11th and 12th grades were enrolled and successfully completed the 6-week course. The groundsman-gardener course was divided into two parts, classroom study and work experience. The goals to be realized were (1) training and placement of EMR students, (2) student absorption into the regular class program, (3) part-time employment, and (4) continued training as department of vocational rehabilitation clients. In evaluating the program, the participants concluded that all of the goals were met, and the overall success of the program was attributed to the planned curriculum. Recommendations were made that the program be expanded to afford opportunity to more EMR students. (RS)

ED003547 56

The Effects of Mental Retardation on Film Learning.

Driscoll, John P.

California Univ., Los Angeles.

Report No.: NDEA-VIIA-365

Publ. Date: 60 Note: 29p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: Audiovisual Instruction/ *Educable Mentally Handicapped/ *Evaluation Methods/ *Instructional Films/ Learning Experience/ *Material Development/ Public School Systems/ Secondary Schools/ *Sequential Learning/ Teaching Methods

Identifiers: California/ Los Angeles

The effects of mental retardation upon film-learning ability was investigated. Films which covered areas of vocational orientation, consumer education or economics, and civics, were produced. The study sample was made up of 402 subjects from 21 junior and senior high schools, the average age was 14 years and the mean IQ, 68. Pre- and post-tests included oral, individual, and visual procedures. The responses were recorded and analyzed. The results indicated that special films can be effective as a teaching method for educable mentally retarded pupils. It was suggested that further development include "recaps" and recalls. (RS)

VT 013 400

A Method for Evaluating and Adjusting Emotionally Handicapped Clients and Older Disabled Workers for Competitive Employment. Final Report.

Alabama School of Trades, Gadsden. Rehabilitation Center. Vocational Rehabilitation Administration (DHEW), Washington, D.C. Div. of Research and Grants.

MF Available in VT-ERIC set.

Publ. Date: 65 Note: 85p.

Descriptors: *Methodology/ *Vocational Adjustment/ *Emotionally Disturbed/ *Disadvantaged Groups/ *Program Evaluation/ Vocational Education/ Evaluation Techniques/ Placement/ Vocational Followup

This document describes a project for evaluating and adjusting emotionally handicapped clients and older disabled workers for competitive employment. Major sections include: (1) evaluating techniques and approaches, (2) adjusting techniques and approaches, (3) placing and following techniques and approaches, (4) accomplishments, (5) implications, and (6) observations and summary. Also included are sample progress and final reports, vocational evaluating index, and a sketch of the center. (Author/JS)

VT009534 24APR69

Hoffman, Paul R.

Work Evaluation and Work Adjustment.

20p.

Speech presented at the Short Term Training Institute Region I of the Mass. and Conn. Chapter of the National Assn. of Sheltered Stout State Univ., Menomonie, Wis. Inst. for Vocational Rehabilitation

MF Available in VT-ERIC Set

Descriptors: *Vocational Rehabilitation/ *Vocational Evaluation/ *Vocational Adjustment/ Sheltered Workshops/ Behavior Change/ Personnel Selection/ Job Analysis/ Psychological Testing/ Work Environment/ Models/ Handicapped

The process of work evaluation is a part of the total vocational evaluation process, and the two processes are differentiated by their respective objectives and techniques. Work evaluation is an assessment technique and work adjustment is a treatment technique. Work evaluation involves work samples, situational work setting, job analysis, and psychometric testing. Work adjustment involves the work setting, instructional classes, group therapeutic sessions, and formulaized behavior modification. Giving time and consideration to each of the factors, as well as to work environment, can help a program focus on the total individual. Staffing for evaluation and adjustment requires specific knowledges and there is potential for individuals with backgrounds in industrial arts education, psychology and counseling, occupational therapy, and industry. Finally, to be truly effective, evaluation and adjustment services must be related to other services and communicate freely with them. (JK)

VT009530 27FEB69
Hoffman, Paul R.
Work Evaluation.
31p. Speech presented at Rehabilitation Conference (Houston, Texas, Feb. 27, 1969).
Stout State Univ., Menomonie, Wis. Inst. for Vocational Rehabilitation
MF Available in VT-ERIC Set.
Descriptors: *Vocational Rehabilitation/ *Vocational Evaluation/ Vocational Adjustment/ Sheltered Workshops/ Handicapped/ Job Analysis/ Psychological Testing/ Work Environment/ Models/ Behavior Theories/ Rehabilitation Counseling/ *Evaluation Methods

Work evaluation may be defined as a specialized technology utilizing aspects of work to evaluate the vocational strength and weakness of persons, and it is this characteristic which separates it from other evaluation techniques. Various theories underlie work evaluation but performance may be reduced to a mathematical formula, such as "Behavior is a function of the person plus his environment." The methodologies of work evaluation include: (1) job analysis, (2)pcyshometric testing, (3) work samples, (4) the situational approach, (5) work stations, and (6) job tryout. A model for evaluation might include psychometric testing, work samples, sheltered work, job tryout, and (if available in the facility) work stations. A model concept of work evaluation should encompass work tasks, work situations, and work environments. (JK)

PART III

ACQUISITION INFORMATION

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ACQUISITION INFORMATION

Part II of this publication primarily contains printed abstracts of research documents; however, entire copies of such documents or individual pages may be obtained from an ERIC Depository which is located in the library of your nearest institution of higher learning. Most depositories carry a complete set of ERIC Numbers. Using the ERIC Accession Number obtained from this publication, go to the microfiche reading room and locate the correct microfiche(s). (This task may be accomplished by a library aide, etc.)

EXAMPLE

ERIC Accession Number-identication number sequentially assigned to documents as they are processed.

ED 654 321
Smith, John D. Johnson, Jane
Career Education for Women
Central Univ., Chicago, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No-CU-2081-S
Pub Date May 71
Contract-NIE-C-73-0001
Note-129p. Presented at the National Conference on Career Education (3rd. Chicago, Ill., May 15-17, 1973)
Available from-Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)
EDRS PRICE MF-$0.75 HC-$6.60 plus postage
Descriptors-*Career Opportunities, Career Planning, Car Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women.
Identifiers-Consortium of States, *National Occupational Competency Testing Institute. Illinois

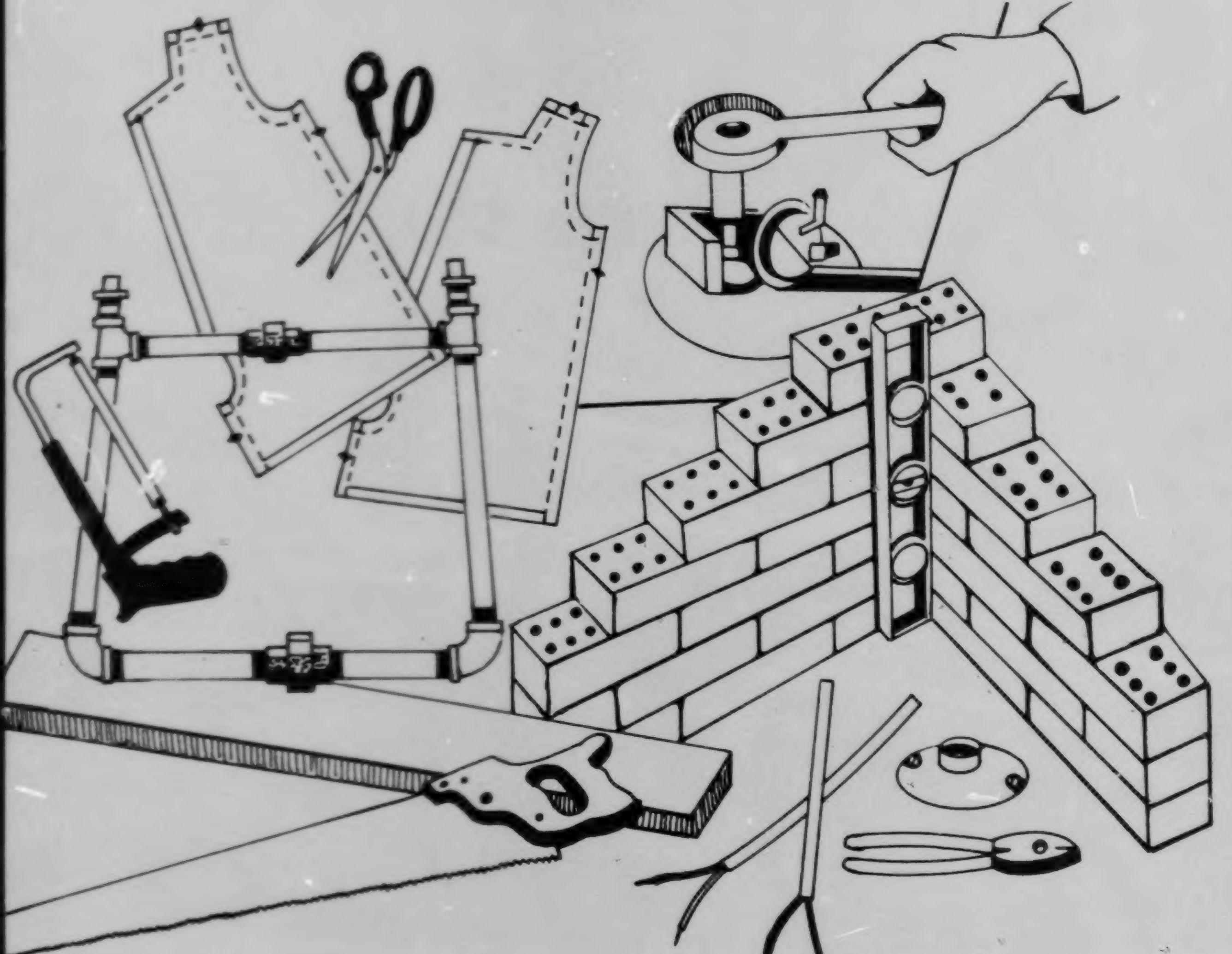
Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. (SB)

Place the microfiche on the reader/printer, focus, and scan the literature for any pertinent information you may find. Upon locating the desired information you may have full page prints made or you may have the library order the entire document. Nominal charges of approximately 10 cents per page are to be expected. Should documents listed by ERIC Numbers not be available at the depository, most libraries will order the information direct from one of the 16 ERIC Clearinghouses.

APPENDIX B

VERT

VERT



VOCATIONAL EDUCATION READINESS TEST

VOCATIONAL EDUCATION
READINESS TEST

MANUAL

Edward L. Thomas

Ronald J. Brownlee

Charlene Callaway

James F. Shill

Kathy Stransky
Artist/Illustrator

Patricia Bloch
Editor

R/CU
MISSISSIPPI
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL – TECHNICAL
EDUCATION

Research and Curriculum Unit
Vocational-Technical Education
Drawer DX
Mississippi State University
Mississippi State, Mississippi 39762

This test manual is the major product of a research project entitled *"Development and Testing of Criteria for the Identification and Selection of Mentally Handicapped Students for Vocational Programs."* Support of the project was provided by the Bureau of Occupational and Adult Education, United States Office of Education (Vocational Education), under Grant Number G007604315.

Contractors undertaking research projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of a project. The opinions expressed in this manual do not necessarily reflect the position or policy of the Bureau of Adult and Occupational Education, and no official endorsement by the United States Office of Education should be inferred.

1978

Mississippi State University does not discriminate on the basis of race, color, religion, sex, age, national origin, or handicap.

FOREWORD

This research project was funded through a Federal Grant (G007604315) to the Research and Curriculum Unit at Mississippi State University from July 1, 1976 through June 30, 1978. The major product of the research project was the development of a Vocational Education Readiness Test (VERT). The VERT was developed to assess students' vocational readiness in the following vocational education service areas: home economics (clothing), building trades (basic wiring, carpentry, masonry and plumbing) and auto mechanics.

Both *"regular"* and mentally handicapped students (EMRs) should be assessed on a one-to-one basis under simulated working conditions while using standard size tools, materials, etc. If indicated, prescriptive exercises (Vocational IEPs) are then written by the evaluator for each student. Each student is then tested a second time and his/her performance scores on the test can be used as a basis for predicting vocational success. Performance on the VERT, along with additional evaluative criteria, etc., may serve the evaluator in decision making, i.e., whether to select or reject a student for a specific vocational program.

Benefits to be realized from the VERT include:

- Assist local school districts in complying with P.L. 94-142;
- Select only those EMR and *"regular"* students with the most potential for success in regular vocational programs;
- Use test results as criteria for prevocational curriculum development (IEPs);
- Use test results for planning future vocational programs; and
- Provide parents, school officials, etc. with hard data as to why a student may or may not be ready for a specific vocational program.

The project staff is indebted to the project's steering committee. (See Appendix A.) In addition, the project staff is grateful for the assistance provided by the Vocational-Technical Education, Vocational Rehabilitation, and Special Education Divisions of the State Department of Education. Others contributing to the completion of this research project were the Methodist Hospital in Jackson, Mississippi; Mississippi State University; and the State Hospital for Handicapped Children in Ellisville, Mississippi. Appreciation is also extended to the Ackerman, Canton, Clarksdale, Forrest County, Greenwood, Jackson, Louisville, Macon, Starkville, and Sturgis school districts for their cooperation. In addition, Mr. Hal Jenkins and Mr. Roger Pitt, Graduate Research Assistants, are to be commended for their significant contributions with regard to the development of the VERT.

Edward L. Thomas
Ronald J. Brownlee

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I.

INTRODUCTION

The Vocational Education Readiness Test (VERT) was developed in 1976-78 to provide prevocational instructors in the public schools with standardized procedures for assessing the vocational potential of secondary EMRs. The tests were also designed to assist local personnel in prescribing corrective exercises for students who appear to have problems with tool utilization and other tasks. In addition, the tests may prove to be beneficial for use in selecting *"regular"* students for specific vocational programs and for counseling purposes.

The VERT was not developed as a replacement for the numerous commercially-developed work samples, i.e., the JEVS, TALENT, VIEWS, HESTER, McCARRON-DIAL, etc. The above tests were designed to be administered to handicapped adults to indicate which job categories listed in the **Directory of Occupational Titles** for which an individual is best suited. These work samples appear to do a superb job and are widely distributed and used by Vocational Rehabilitation and other social agencies. Additionally, these work samples were not designed to aid prevocational instructors and/or special education personnel in determining whether or not an EMR has the potential for vocational success in one or more of the regular secondary vocational education trade areas.

Test Development

Initially, after project funding a **Project Steering Committee** was formed to assist the staff in planning for the project. (See Appendix A.) The committee was composed of individuals from Goodwill Industries, public schools, State Department of Education (Vocational Rehabilitation, Special Education, Vocational-Technical Education) and the Research and Curriculum Unit at Mississippi State University. Subsequent to the initial meeting, the committee met every three to four months to review the progress being made by project staff members.

Utilizing recommendations made by the project steering committee, the research staff sought answers to the following questions:

1. What manipulative skills were needed by EMRs as *"prerequisites"* to facilitate entrance into the various vocational programs;
2. How can we identify and measure these manipulative skills;
3. What criteria will be used to determine minimum acceptable levels of manipulative skills; and
4. When should a vocational education readiness test be administered?

The most common types of vocational programs in the State of Mississippi were determined in order to provide the basis for future test development. Staff members then visited with vocational trade instructors in randomly selected programs to determine those manipulative skills perceived by instructors to be important prior to entrance into a program. An effort was then made to correlate the identified prerequisite skills with curriculum guides (content) for each area. In addition, suggestions and comments were recorded concerning body positioning, hand and arm strength, and eye/hand coordination as it relates to specific vocational skills. Special education personnel were also consulted to determine and identify proper procedure and considerations when attempting to assess manipulative skills of the EMR.

Review of Test

Upon developing an interim draft of the tests for each trade area the tests were submitted to six panels of experts - one for each area - consisting of teacher educators in special education, prevocational personnel, vocational trade area instructors and special education personnel from local schools. Panel members having had an opportunity to review the tests on an individual basis, met as a group at Mississippi State University for review purposes. Each panel member for each area was selected for his/her expertise in a particular trade area. The panels of experts were asked to review the tests for clarity, design and format, and use with both EMR and *"regular"* students. All appropriate recommendations provided by the panels of experts were incorporated.

Pilot Testing

A total of 64 students were selected from six different school systems to serve in the pilot study for the VERT. Thirty-two students were EMRs and 32 students were regular students (I.Q. 90+) enrolled in the 10th grade. Several of the EMRs had received limited industrial arts training; however, none of the regular students had completed an industrial arts course. The project staff utilized the pilot study to facilitate the establishment of a standardized testing procedure for all tasks in the VERT. In addition, efforts were made to print all testing procedures in detail to ensure that scores obtained by one trained evaluator would likewise be obtained by other evaluators.

Summary Statistics

The establishment of criterion-levels (time completion) for each task in each module was the final endeavor in the development of the VERT. The word criterion, as used in this manual, refers to a domain of manipulative skills. Each examinee was tested against a well-defined domain of manipulative behaviors (module objectives). VERT objectives were then organized into non-overlapping tasks with regard to each domain of behavior.

The initial standardization group was comprised of *"regular"* 10th-grade students. In addition, 10th and 11th grade EMR students were tested. No students were tested outside Mississippi due to time and monetary limitations. However, to ensure as much representativeness as possible for this group, students were tested from all areas of the State of Mississippi to include urban, suburban, and rural school systems. *"Regular"* students (N=115) were systematically drawn from 10th grade class rolls and cluster sampling techniques were employed in the selected school districts to determine EMR student examinees (N=108).

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II.

ADMINISTRATION AND SCORING

Research and Curriculum Unit personnel will provide a three-day (24 hr.) training period on an annual basis for local school personnel who wish to receive training in administering the VERT. The training will be offered on a *"no cost"* basis by the R/CU; however, local school systems will provide for transportation, food, and lodging for their participants.

A copy of the **User's Manual** which contains the tests, initial standardization data, test construction data, etc. will be available for each person completing the 24 hours of training. Each trained evaluator will construct the VERT by referring to specifications in Appendix B and to tool and material lists printed for each of the six tests. Construction costs of the VERT are estimated to be $400.00.

Testing Site Considerations

The evaluator should carefully read and study a testing module in conjunction with the scoring results sheet **prior to** testing a student. Each module contains objectives, tools and equipment needed, preliminary exercises, special instructions, and student performance objectives. The evaluator must observe and follow instructions in order to maintain consistency in testing and to assist in the establishment of item validity.

To administer a testing module of the VERT, the following conditions should exist:

1. Room, well lighted and free from outside disturbances;
2. Work table(s) approximately 30" x 30" x 60";
3. Protective covers for table tops; and
4. At least one hour of uninterrupted time.

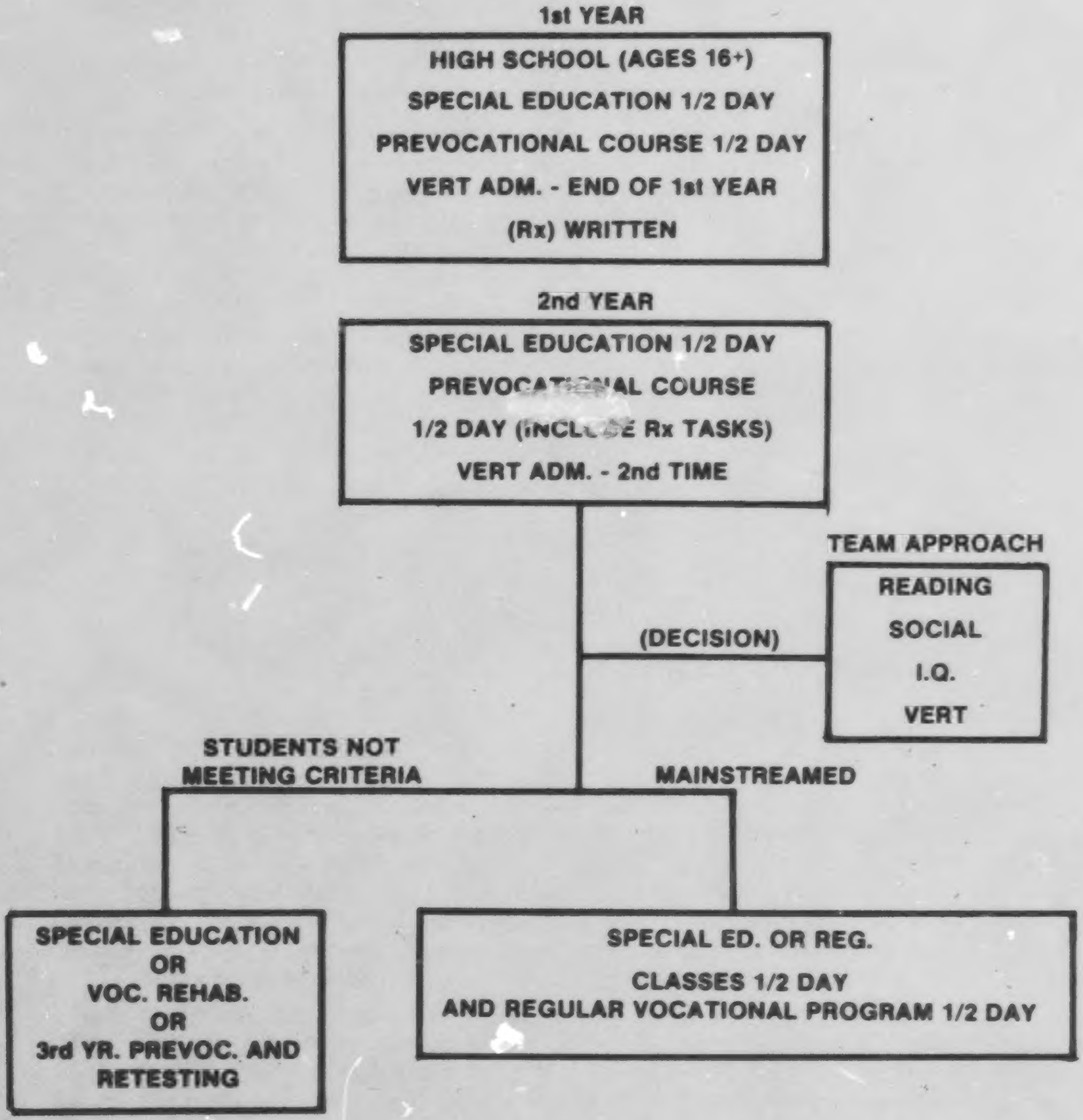
Time Considerations

Selecting an appropriate time for administering the VERT involved a detailed study of prevocational program offerings for EMRs in Mississippi. Generally, students identified as EMRs by a Regional Screening Team attend special education classes for one-half day and prevocational programs for one-half day. Several instances were noted where EMRs were mainstreamed into regular academic classes; however, few EMRs were observed in the regular vocational programs. Instead, EMRs usually worked for private enterprise, etc. on a part-time basis. Upon completion of two years of prevocational education and special education at the secondary level, EMRs were placed directly into jobs or were referred to sheltered workshops operated by vocational rehabilitation and other social agencies.

The VERT was developed as an instrument which would be administered to the same student on two different occasions. (See Figure 1.) The first test determines a student's vocational potential as it spotlights specific strengths and weaknesses of the student. Prescriptive exercises are written for the first test only. Such exercises may necessarily continue for one full school year or may be somewhat shorter, depending upon the student's progress. At the end of the second year of prevocational work, the student is tested a second time. Scores on the first test are compared with scores on the second test and the student's manipulative skill growth is considered.

FIGURE 1

SELECTION OF EMRs FOR REGULAR VOCATIONAL PROGRAMS


1st YEAR
HIGH SCHOOL (AGES 16+)
SPECIAL EDUCATION 1/2 DAY
PREVOCATIONAL COURSE 1/2 DAY
VERT ADM. - END OF 1st YEAR
(Rx) WRITTEN
2nd YEAR
SPECIAL EDUCATION 1/2 DAY
PREVOCATIONAL COURSE
1/2 DAY (INCLUDE Rx TASKS)
VERT ADM. - 2nd TIME
TEAM APPROACH
READING
SOCIAL
I.Q.
VERT
(DECISION)
STUDENTS NOT MEETING CRITERIA
MAINSTREAMED
SPECIAL EDUCATION
OR
VOC. REHAB.
OR
3rd YR. PREVOC. AND
RETESTING
SPECIAL ED. OR REG.
CLASSES 1/2 DAY
AND REGULAR VOCATIONAL PROGRAM 1/2 DAY

The VERT was not intended for use in isolation of other instruments, data, etc. Information such as student's reading level, I.Q. and social skills should be available to a screening team prior to deciding whether or not a student has potential for success in a regular vocational course. Using this approach, EMRs selected for mainstreaming into the regular vocational programs should be able to perform most manipulative skill tasks with a minimum of adjustments. Those students not selected should receive counseling and be referred to social agencies which provide services for adults.

Evaluator Instructions

The evaluator, while performing the preliminary task, should ask the student to stand to his/her left side. Upon completion of the preliminary task, the evaluator should place all tools, etc. on a 24" x 24" starting mat which should be mounted on top of the work bench. At this point, the evaluator should discuss the task with the student; however, should not permit the student to practice using the tools. The student, while standing within 24" of the tools and having been informed to work as fast as he/she can, is then given the command to start the task. At this command, the evaluator also starts the stopwatch. The evaluator should closely observe the student and record in the comment section of the score sheet any manipulative problems which may warrant correction. Such problems generally involve the student's inability to hold certain objects, a tendency to reverse the directionality of tools, or simply problems which occurred when a student fails to follow the evaluator's oral directions which were given in the preliminary task.

Upon completion of the assigned and timed task the student is not required to replace the tools on the starting mat as a signal for the evaluator to stop the watch. Instead, the evaluator stops the watch immediately when he/she observes that the task has been completed. For example, in the carpentry test, the student is instructed to drive four nails (8d) into the premarked wood. The evaluator places the hammer and nails on the starting pad, gives the command to start, and starts the watch. When the student has driven the last nail, the evaluator stops the watch. The evaluator does not wait until the student places the hammer back on the starting mat. The evaluator records student's time on the score sheet in seconds for each task. An N/C is placed in the time slot for each task which the student fails to complete.

The project staff found it desirable to stop the watch on a student who consumed twice as much time on a task as normally required. For example, if the mean time for a task is 125 seconds, when a student consumes 250 seconds and has not completed the task the evaluator stops the clock, inserts N/C in the time slot and writes the problem in the comments section. A prescription for corrective exercises would be written for this task. Students taking tests which involve body positioning (auto mechanics, masonry) are permitted to assume the correct body position prior to being given the command to start.

In determining what is an acceptable or unacceptable performance level, it was found that a solution could not be obtained simply by utilizing the top 15 - 20% of the EMRs who successfully completed the tasks in the shortest period of time. Therefore, for comparative purposes, 115 regular 10th grade students were randomly selected from 10 school districts in Mississippi. The enclosed score sheets reflect group means and standard deviations for both EMRs and regular students for each task contained in each test. (See Appendix C.)

III.

THE VERT

AUTO MECHANICS

AUTO MECHANICS

Objective(s):

1. To determine student's ability to measure in inches, half-inches, quarter-inches and eighth-inches.
2. To determine student's ability to sort hexagonal nuts of differing size with the left hand and with the fingers of the left hand screw them on bolts grouped by size.
3. To determine student's ability to sort hexagonal nuts of differing size with the right hand and with the fingers of the right hand screw them on bolts randomly arranged.
4. To determine student's ability to match the proper wrench to hexagonal bolts of different sizes.
5. To determine student's ability to use a 1/2" open-end wrench and a 1/2" socket with ratchet while lying on the right shoulder.
6. To determine student's ability to use a 7/16" box-end wrench and 7/16" socket with ratchet while lying on the left shoulder.
7. To determine student's ability to use a 9/16" open-end wrench and a 9/16" socket with ratchet while in the supine position.
8. To determine student's ability to use a 9/16" socket and ratchet with extension and a 9/16" box-end wrench while in the standing position.
9. To determine student's ability to remove and replace an automotive component by hand.
10. To determine student's ability to use a torque wrench.
11. To determine the student's ability to use both flatblade and Phillips screwdrivers.

Tools and Equipment Needed:

One size discrimination and finger dexterity kit which includes:

Six ½" x 2½" hexagonal bolts
Twelve 3/8" x 2½" hexagonal bolts
Four 5/16" x 1½" hexagonal bolts
Twelve 5/16" x 2½" hexagonal bolts
Twelve ¼" x 2½" hexagonal bolts

One auto mechanics mock-up which includes:

One 7/16" combination (open-end/box-end) wrench

One 1/2" combination (open-end/box-end) wrench

One 9/16" combination (open-end/box-end) wrench

One 1/2" drive socket set including:

Sockets	**Fittings**
One 7/16"	One reversible ratchet
One 1/2"	One extension
One 9/16"	

One flatblade 1/4" screwdriver

One Phillips 1/4" screwdriver

One 1/2" drive direct reading scale torque wrench

Two slotted roundhead stove bolts 1/4" - 2"

Two Phillips head stove bolts 1/4" - 1 1/4"

12" plastic ruler

Preliminary Exercise:

The evaluator will identify a 12″ plastic rule and demonstrate how to measure to the nearest inch, half-inch, quarter-inch, and eighth-inch. Answer any questions at this time; however, avoid *"teaching"* the student to measure by giving repeated demonstrations. (See Figure 1.)

Special Instructions: Lines for Tasks 1 - 4 should measure 3″, 3½″, 3¼″, and 3⅛″, respectively, and should be drawn on a separate sheet of paper.

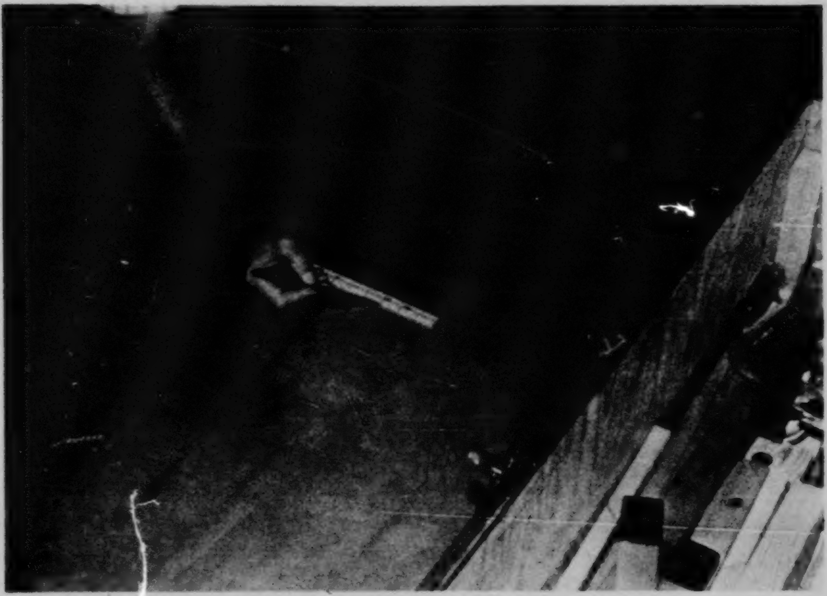


Figure 1.

Task 1: ____________________*

Task 2: ____________________*

Task 3: ____________________*

Task 4: ____________________*

Tasks 1 through 4

Given a 12″ plastic rule and measuring tasks 1, 2, 3, and 4, the student will measure the line in each task and tell his/her findings to the evaluator.

*Lines are drawn on separate sheet to respective length by evaluator.

Preliminary Exercise:

The evaluator will demonstrate, with the left hand, how to sort the nuts in section 1 of the kit and screw the nuts on the bolts. (See Figure 2.)

Special Instructions: *Prior to beginning task #5, place all nuts flat in the bin of section 1 of the kit.*

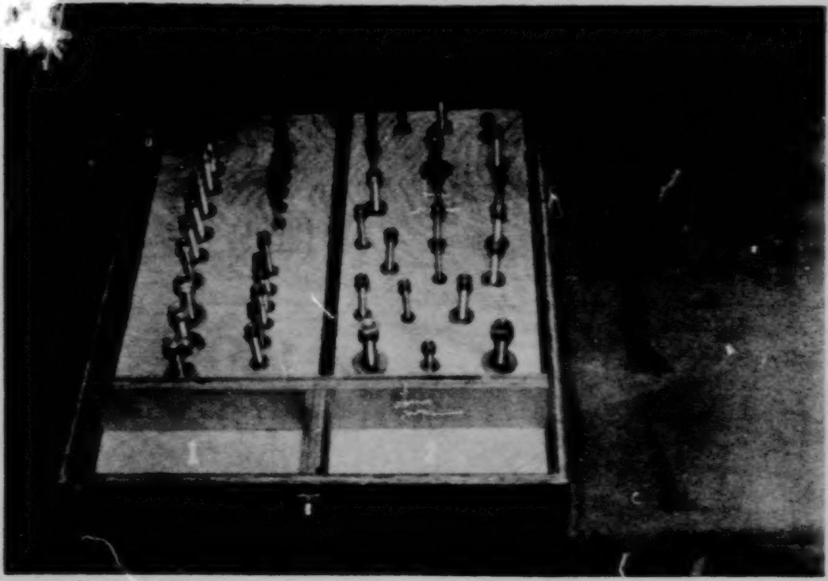


Figure 2.

Task 5

Given the size discrimination and finger dexterity kit, the student will select nuts by size from the largest to the smallest and with left hand screw them on the bolts in section 1 until they are even with the top. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate, with the right hand, how to sort the nuts in section 2 of the kit and screw the nuts on the bolts. (See Figure 3.)

Special Instructions: Prior to beginning task #6, place all nuts flat in the bin of section 2 of the kit.

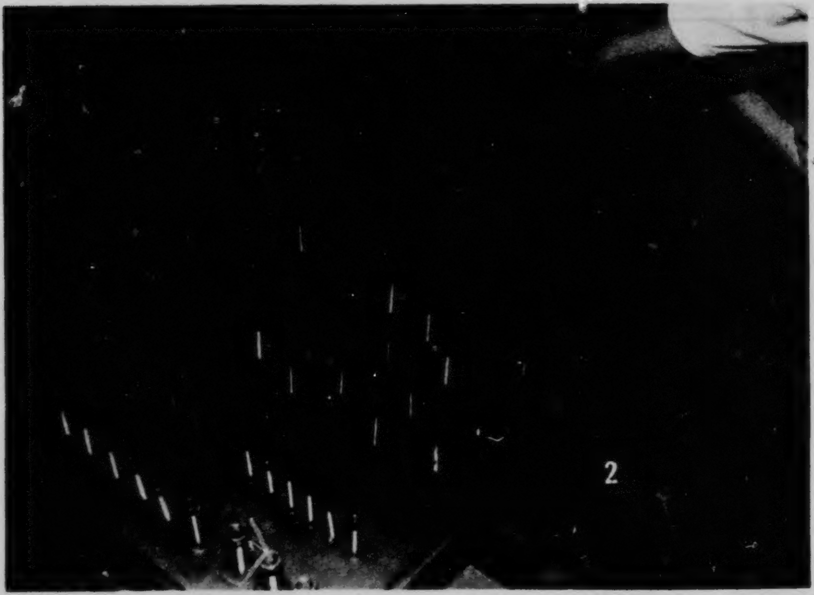


Figure 3.

Task 6

Given the size discrimination and finger dexterity kit, the student will select nuts by size from the largest to the smallest and with the right hand screw them on the bolts in section 2 until they are even with the top. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to match one wrench with its matching bolt. Once the two have been matched, they will be placed away from the remainder of the bolts and wrenches. (See Figure 4.)

Special Instructions: *The four bolts will be placed on the table in order from smallest to largest (left to right). The four wrenches will be in a randomly arranged group.*

Figure 4.

Task 7

Given four combination wrenches and four hexagonal bolts, the student will select the proper wrench for each bolt from largest to smallest. **Note time!**

Preliminary Exercise:

The evaluator will identify the ½″ open-end wrench, and the ½″ socket, and ratchet to be used. The evaluator will then demonstrate how to remove and replace the water pump. (See Figure 5.)

Special Instructions: *The evaluator will demonstrate how to reverse the ratchet but leave it set for student to begin the task. Instruct student to tighten the bolts only to the degree that they cannot be loosened with the fingers. Instruct student to completely remove the water pump from the mock-up, place it on the floor with all bolts removed, and then replace it. Have student attach socket and extension as part of this task. In addition, the evaluator should demonstrate the correct body position to be used for removal of the water pump.*

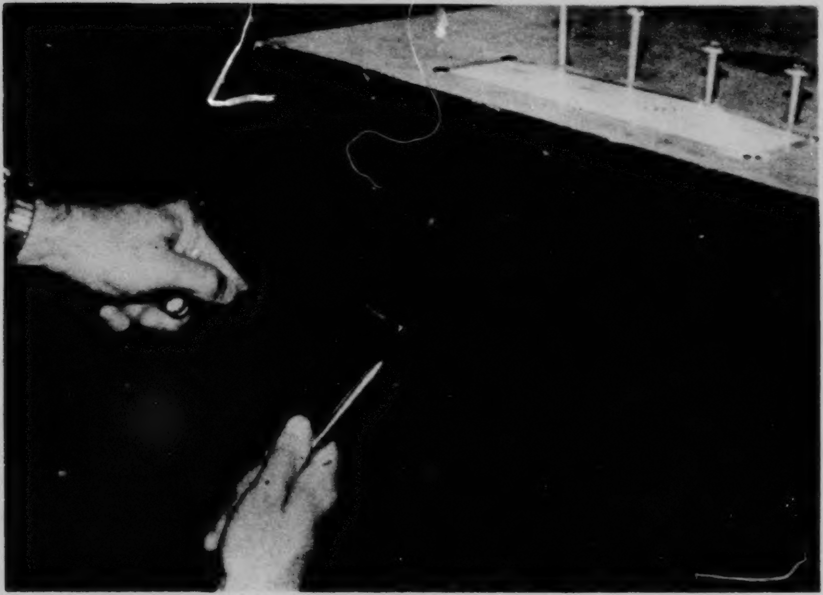


Figure 5.

Task 8

Given the auto mechanics mock-up, the student will remove and replace the water pump using the ½″ open-end wrench in the left hand and the ½″ socket with ratchet with extension in the right hand while lying on the right shoulder. **Note time!**

Preliminary Exercise:

The evaluator will identify the 7/16" box-end wrench, and the 7/16" socket and ratchet to be used. The evaluator will then demonstrate the proper body position and instruct the student to mount the blower motor to the mock-up just as shown in the picture. (See Figure 6.)

Special Instructions: *The evaluator should demonstrate the correct body position to be used for mounting the blower motor. Student may use picture attached to the side of the mock-up as a guide.*

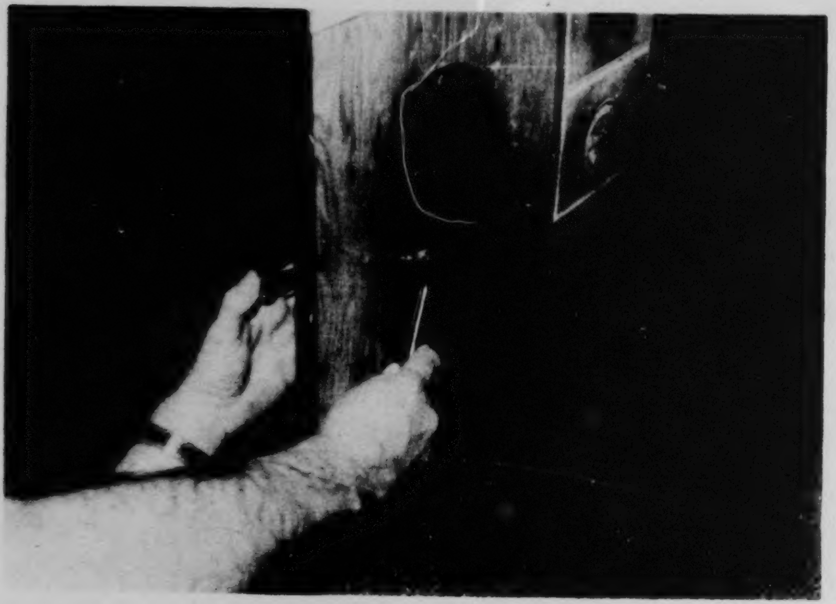


Figure 6.

Task 9

Given the auto mechanics mock-up, the student will mount the blower motor using the 7/16" box-end wrench and 7/16" socket and ratchet while lying on the left shoulder. **Note time!**

Preliminary Exercise:

The evaluator will identify the 9/16″ open-end wrench and the 9/16″ socket and ratchet to be used. The evaluator will then demonstrate how to remove and replace the brake master cylinder. (See Figure 7.)

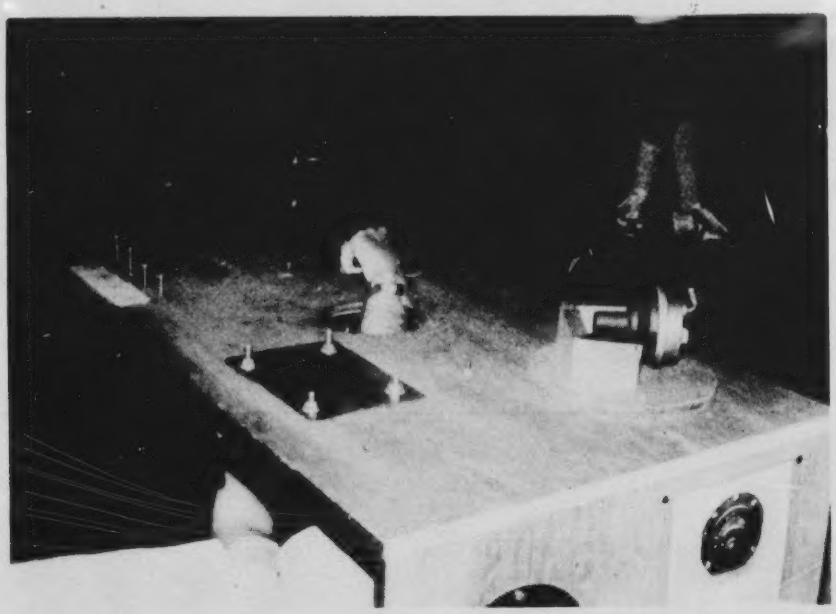


Figure 7

Task 10

Given the auto mechanics mock-up, the student will remove and replace the brake master cylinder using the 9/16″ open-end wrench on the top and the 9/16″ socket with ratchet on the bottom while in the supine position. **Note time!**

Preliminary Exercise:

The evaluator will identify the 9/16" box-end wrench, the 9/16" socket and ratchet and extension, and demonstrate how to assemble the extension, socket, and ratchet. The evaluator will then demonstrate how to remove and replace the fuel pump. (See Figure 8.)

Special Instructions: *Instruct the student to begin with fingers when replacing the nuts.*

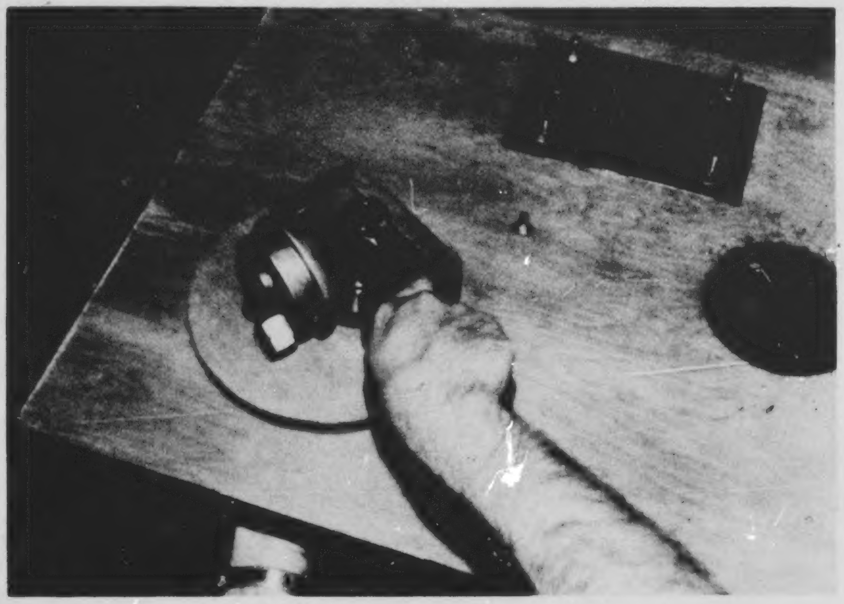


Figure 8.

Task 11

Given the auto mechanics mock-up, the student will remove and replace the fuel pump using the 9/16" socket, ratchet, and extension on the top and the 9/16" box-end wrench on the bottom while in the standing position. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to remove and replace the carburetor by using only the hands and fingers. (See Figure 9.)

Special Instructions: *Inform the student that different lengths of bolts are used in order to facilitate replacement of the carburetor.*

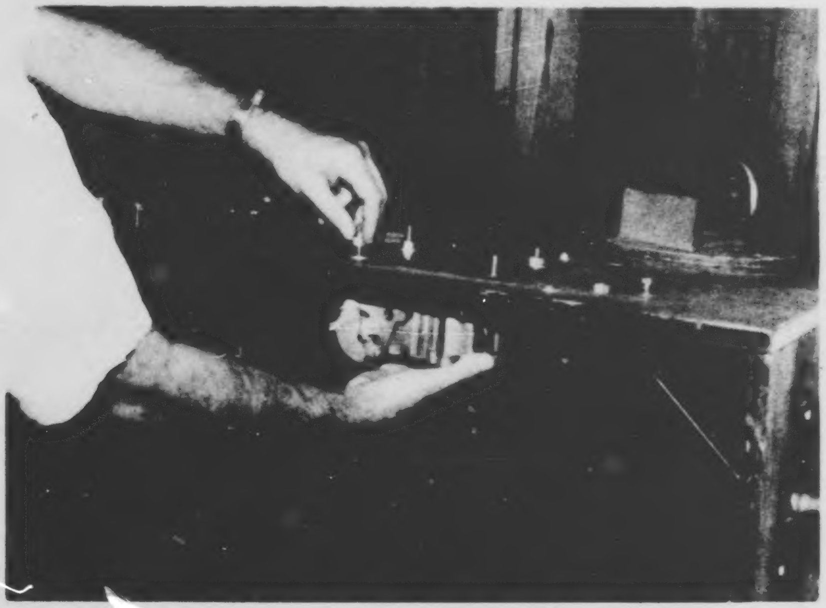


Figure 9.

Task 12

Given the auto mechanics mock-up, the student will remove and replace the carburetor using only the hands and fingers while kneeling on one knee. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to properly torque one nut of the carburetor to 10′ pounds. (See Figure 10.)

Figure 10.

Task 13

Given the auto mechanics mock-up, the student will torque the four nuts of the carburetor to 10′ pounds with a tolerance of + or - 5′ pounds. **Note time!**

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Preliminary Exercise:

The evaluator will demonstrate how to screw both types of stove bolts into the mock-up. (See Figure 11.)

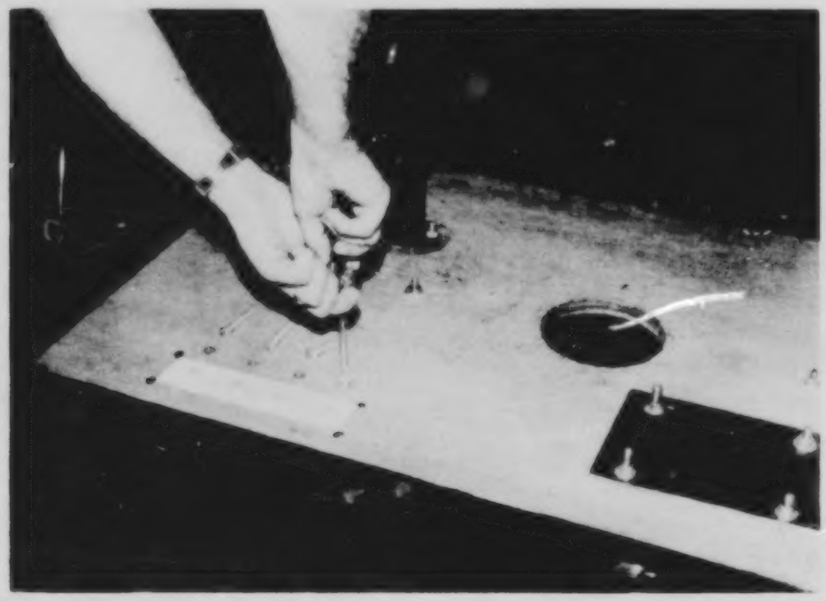

Figure 11.

Task 14

Given the auto mechanics mock-up, stove bolts, flatblade and Phillips screwdrivers, the student will screw the bolts into the mock-up until the head of the bolts are touching the nuts. **Note time!**

VOCATIONAL EDUCATION READINESS TEST (VERT)

SCORING RESULTS SHEET

NAME: ______________________________

AUTO MECHANICS TEST

Measurement Skills (for tasks 1 - 4, check (✓) the appropriate column)

	Response*		Handicapped Response**		Regular Response **	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Task 1 (Inch)			8	7	15	0
Task 2 (Half-Inch)			6	9	15	0
Task 3 (Quarter-Inch)			4	11	14	1
Task 4 (Eighth-Inch)			5	10	11	4

Student Performance Data (beginning with task 5, record the completion time in seconds)

	TIME*	MEAN HANDICAPPED TIME**	MEAN REGULAR TIME**
Task 5		245	200
Task 6		1[illegible]3	156
Task 7		31	18
Task 8		1446	1063
Task 9		397	391
Task 10		387	381
Task 11		381	359
Task 12		179	148
Task 13		320	281
Task 14		234	206

* Write N/C should the student be unable to complete the task.

** These comparative scores were taken from statistical tables in this **User's Manual.**

COMMENTS: ______________________________

Rx: ______________________________

BASIC WIRING

BASIC WIRING

Objective(s):

1. To determine student's ability to measure in inches, half-inches, quarter-inches and eighth-inches.
2. To determine student's ability to use a crimper/stripper tool as a wire cutter.
3. To determine student's ability to use a crimper/stripper tool as a bolt cutter.
4. To determine student's ability to use a crimper/stripper tool as a wire stripper.
5. To determine student's ability to make a pigtail splice with #12/2 insulated wire using a lineman's pliers.
6. To determine student's ability to insulate wires using PVC electrical tape.
7. To determine student's ability to splice wires using insulated plastic solderless connectors.
8. To determine student's ability to connect #6 single cables with solderless type B connectors.
9. To determine student's ability to wire a single pole wall switch.
10. To determine student's ability to wire a ceiling fixture.
11. To determine student's ability to wire a wall receptacle.

Tools Needed:

One Crimper/stripper tool
Four lengths of #12/2 cable (approx. 12")
One roll PVC electrical tape
Lineman's pliers
One machine bolt (10/24) (approx. 2")
One straight blade screwdriver (¼")
Slip joint pliers
Two insulated plastic solderless connectors on power feed apparatus
Two type "B" solderless connectors
Two lengths of #6 insulated cable
One ceiling outlet (box), attached to mock-up
Two standard wall outlet boxes w/covers, attached to mock-up
One porcelain base ceiling fixture
One single pole wall switch
One duplex wall receptacle
Threes lengths of #12/2 cable (for electrical mock-up box)
One needlenose pliers
One diagonal cutting pliers
One straight blade 3/16" screwdriver
One power feed apparatus (part of kit)
12" plastic ruler

Preliminary Exercise:

The evaluator will identify a 12" plastic rule and demonstrate how to measure to the nearest inch, half-inch, quarter-inch, and eighth-inch. Answer any questions at this time; however, avoid *"teaching"* the student to measure by giving repeated demonstrations. (See Figure 1.)

Special Instructions: Lines for Tasks 1 - 4 should measure 3", 3½", 3¼", and 3⅛", respectively, and should be drawn on a separate sheet of paper.

Figure 1.

Task 1: ____________________*

Task 2: ____________________*

Task 3: ____________________*

Task 4: ____________________*

Tasks 1 through 4

Given a 12" plastic rule and measuring tasks 1, 2, 3, and 4, the student will measure the line in each task and tell his/her findings to the evaluator.

---

*Lines are drawn on separate sheet to respective length by evaluator.

Preliminary Exercise:

The evaluator will identify the crimper/stripper tool and demonstrate its use as a cable cutter. (See Figure 2.)

Special Instructions: Wear safety glasses!

Figure 2.

Task 5

Given a crimper/stripper tool and one length of #12/2 cable approximately 12″ long, the student will cut off approximately 1″ of cable. Note time!

Preliminary Exercise:

The evaluator will identify the crimper/stripper tool and demonstrate its use as a bolt cutter. (See Figure 3.)

Special Instructions: *Caution student concerning Task 6. If crimper/stripper tool is held incorrectly a student's finger or fingers could be severely cut. Wear safety glasses!*

Figure 3.

Task 6

Given a crimper/stripper tool, screwdriver, and one machine bolt (10/24), the student will screw the bolt into the proper size threaded hole on the cutters as indicated to a distance of approximately ¼" and using both hands will cut the bolt. Note time!

Preliminary Exercise:

The evaluator will identify the crimper/stripper tool and demonstrate its use as a wire stripper. (See Figure 4.)

Special Instructions: Wear safety glasses!

Figure 4.

Task 7

Given a crimper/stripper tool and two lengths of #12/2 cable with the outer cable insulation removed for 3", the student will cut and strip approximately 1½" of insulation from the black wire and 1½" from the white wire. Note time!

Preliminary Exercise:

The evaluator will identify two lengths of #12/2 cable and linesman's pliers and demonstrate how to make a pigtail splice. (See Figure 5.)

Figure 5.

Task 8

Given two lengths of #12/2 cable (used in task #7) and lineman's pliers, the student will splice (pigtail) black wire to black wire and white wire to white wire, insuring that the spliced ends are cut smooth to the same length. Note time!

Preliminary Exercise:

The evaluator will identify a roll of PVC electrical tape and demonstrate how to insulate spliced wires. (See Figure 6.)

Figure 6.

Task 9

Given the spliced cable used in task #8 and a roll of PVC electrical tape, the student will tape the two splices. Note time!

Preliminary Exercise:

The evaluator will identify two insulated plastic solderless connectors and demonstrate how to connect wires using the connectors. (See Figure 7.)

Figure 7.

Task 10

Given the spliced wires used in task #9, the student will remove the tape and will screw (by hand) two insulated plastic solderless connectors over the splices. Note time!

Preliminary Exercise:

The evaluator will identify two #6 insulated cables, one type-B solderless (noninsulated) connector, power feed apparatus, and slip joint pliers, and will demonstrate how to connect power feed lines using the type-B solderless connector. (See Figure 8.)

Figure 8.

Task 11

Given two #6 insulated cables, one type-B solderless connector, slip joint pliers, and power feed apparatus, the student will tie the cable to the insulator and join the two cables with type-B connector. Note time!

Preliminary Exercise:

The evaluator will identify a single pole wall switch and outlet box and will demonstrate how to wire the wall switch. (See Figure 9.)

Special Instructions: Wires must be cut and stripped for each student. Instruct the student to use the ¼" screwdriver on cover and 3/16" screwdriver for terminal screws and screws attaching wall switch to outlet box.

Figure 9

Task 12

Given a wall switch, cover, outlet box, #12/2 cable, 3/16" and 1/4" straight blade screwdrivers and needlenose pliers, the student will bend the black and white wires and attach them to the terminal screws on the wall switch, attach the wall switch to the outlet box, and place cover on the box. Note time!

Preliminary Exercise:

The evaluator will identify a porcelain ceiling fixture and square outlet box and will demonstrate how to wire the fixture. (See Figure 10.)

Special Instructions: *Wires must be cut and stripped for each student. Use 1/4" screwdriver.*

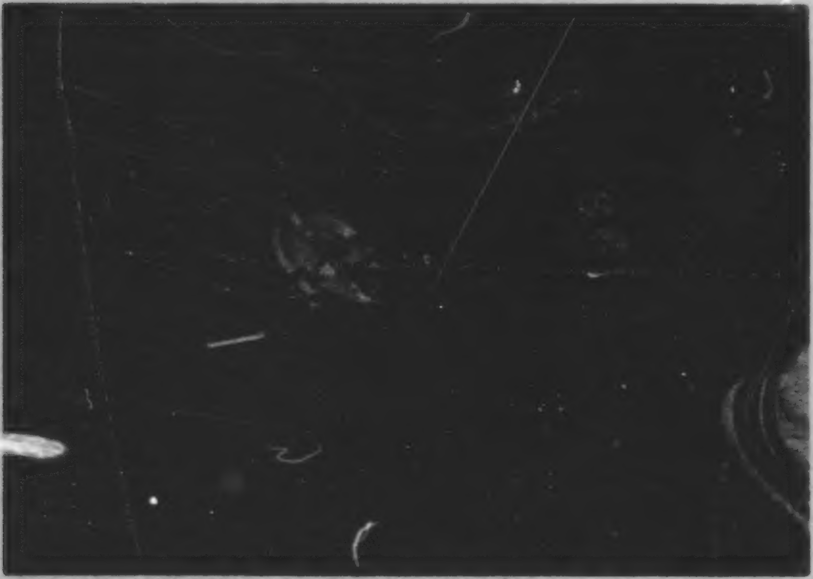

Figure 10.

Task 13

Given a porcelain ceiling fixture, square outlet box, #12/2 cable, needlenose pliers, and 1/4" common screwdriver, the student will attach the black wire to the dark terminal screw and the white to the light terminal screw and attach the fixture to the ceiling outlet box. Note time!

Preliminary Exercise:

The evaluator will identify a duplex wall receptacle cover, and outlet box and will demonstrate how to attach the wires to the quick-wire receptacle. (See Figure 11.)

Special Instructions: *Use a standard 3/16" screwdriver for cover and a standard 1/4" screwdriver for attaching receptacle to outlet box.*

Figure 11.

Task 14

Given a duplex wall receptacle, cover, outlet box, #12/2 cable, and a 3/16" and ¼" screwdriver, the student will insert the white wire to the white wire opening on the quick-wire wall receptacle, the black wire to the other quick-wire opening, attach receptacle to the outlet box, and attach cover. Note time!

VOCATIONAL EDUCATION READINESS TEST (VERT)

SCORING RESULTS SHEET

NAME: ______________________________

BASIC WIRING TEST

Measurement Skills (for tasks 1 - 4, check (✓) the appropriate column)

	Response*		Handicapped Response**		Regular Response **	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Task 1 (Inch)			15	10	24	1
Task 2 (Half-Inch)			5	20	24	1
Task 3 (Quarter-Inch)			2	23	24	1
Task 4 (Eighth-Inch)			2	23	23	2

Student Performance Data (beginning with task 5, record the completion time in seconds)

	TIME*	MEAN HANDICAPPED TIME**	MEAN REGULAR TIME**
Task 5		57	11
Task 6		220	184
Task 7		90	36
Task 8		182	142
Task 9		120	96
Task 10		194	180
Task 11		141	67
Task 12		378	287
Task 13		314	205
Task 14		219	162

* Write N/C should the student be unable to complete the task.

** These comparative scores were taken from statistical tables in this User's Manual.

COMMENTS: ______________________________

Rx: ______________________________

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CARPENTRY

CARPENTRY

Objective(s):

1. To determine student's ability to measure in inches, half-inches, quarter-inches, and eighth-inches.
2. To determine student's ability to use a 12" carpenter square.
3. To determine student's ability to use adjustable "C" clamps.
4. To determine student's ability to use a combination square.
5. To determine student's ability to use a handsaw.
6. To determine student's ability to use a handsaw and miter box.
7. To determine student's ability to use a ratchet brace with a ¼" bit.
8. To determine student's ability to screw lag bolts through drilled holes.
9. To determine student's ability to bolt two pieces of material together using lag bolts.
10. To determine student's ability to use a ratchet screwdriver/drill to drill pilot holes for wood screws.
11. To determine student's ability to use a hand drill in combination with ½" countersink.
12. To determine student's ability to use a common screwdriver to drive 1" wood screws into pilot holes and remove them.
13. To determine student's ability to use a claw hammer to drive common nails.
14. To determine student's ability to use a claw hammer to remove common nails.
15. To determine student's ability to use a torpedo level to level and plumb.
16. To determine student's ability to use a coping saw to cut angles which are not 90° in wood.

Tools Needed:

12" carpenter square

Combination square

8½" x 14" white paper

#2 lead pencil

One piece of (2" x 4" x 24") wood with paper taped across both ends of material (included in kit).

One 26" handsaw

Three adjustable "C" clamps (3" size)

Miter box (Birch, Maple, etc.)

2" x 4" scrap wood stock (30" long) or longer

1" x 4" scrap wood stock (12" long) or longer

12" plastic rule

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Two 2" x 2" pieces of plywood for use with adjustable "C" clamps
Pattern for holes (One with four holes for lag bolt task and one with seven holes for countersink, etc. task)
Ratchet brace (locked ratchet)
¼" Auger bit (purchase 3 spares)
Adjustable wrench 8"
Three 3" lag bolts (5/16" diameter)
Two 2" x 4" x 30" wood stocks pre-drilled for lag bolts
Ratchet screwdriver/drill (9/64" drill point — purchase 3-4 spares)
Hand drill
Common screwdriver (with ¼" blade)
½" countersink
Box of 100 1" #8 flathead screws (purchase 1 spare box)
Claw hammer
8d common nails (purchase several lbs.)
8" Torpedo level
Level/Plumb appartus
Coping saw with extra blades
Polygon (made from ¼" plywood)
Safety glasses - (to be worn where appropriate)

Preliminary Exercise:

The evaluator will identify a 12" plastic rule and demonstrate how to measure to the nearest inch, half-inch, quarter-inch, and eighth-inch. Answer any questions at this time; however, avoid *"teaching"* the student to measure by giving repeated demonstrations. (See Figure 1.)

Special Instructions: Lines for Tasks 1 - 4 should measure 3", $3\frac{1}{2}$", $3\frac{1}{4}$", and $3\frac{1}{8}$", respectively, and should be drawn on a separate sheet of paper.

Figure 1.

Task 1: ____________________*

Task 2: ____________________*

Task 3: ____________________*

Task 4: ____________________*

Tasks 1 through 4

Given a 12" plastic rule and measuring tasks 1, 2, 3, and 4, the student will measure the line in each task and tell his/her findings to the evaluator.

*Lines are drawn by evalutor on separate sheet of paper.

Preliminary Exercise:

The evaluator will identify the 12″ carpenter square and demonstrate how to draw a square on 8½″ x 14″ unruled paper. (See Figure 2.)

Special Instructions: *Have student stand to one side* - **not facing you** - *while you demonstrate this task.*

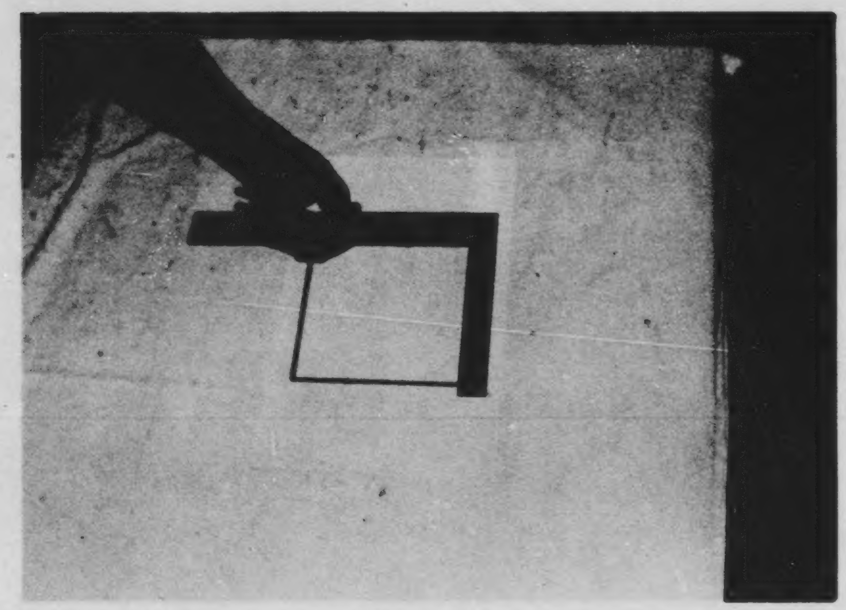

Figure 2.

Task 5

Given a 12″ carpenter square and a #2 lead pencil, the student will draw a 6″ x 6″ square on 8½″ x 14″ unruled paper, to a tolerance of ⅛″. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate the use of the combination square as a simple cross square. (See Figure 3.)

Special Instructions: *Mark (X) on paper at point where wood is to be squared by student.*

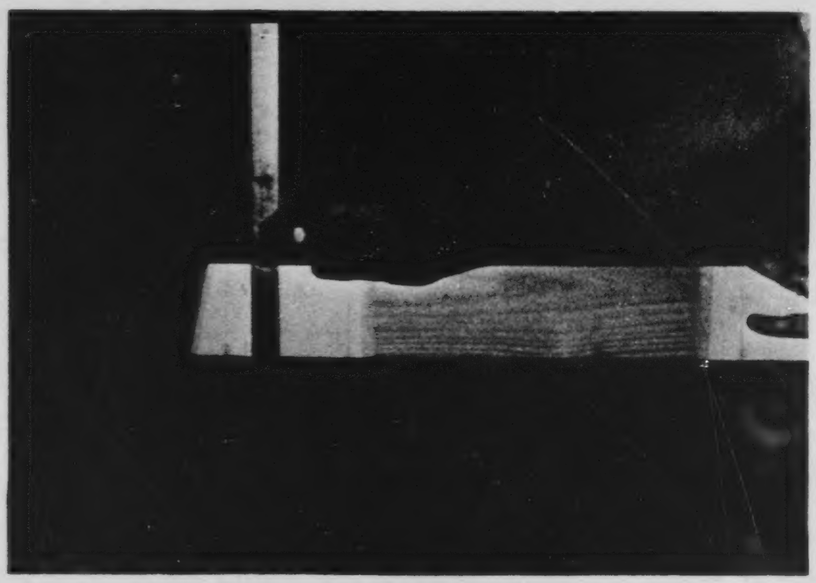

Figure 3.

Task 6

Given 2″ x 4″ wood stock from the kit, (paper taped on both ends) and combination square the student will square both ends (where marked by evaluator) using the combination square, to a tolerance of ⅛″. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate the use of 3″ adjustable "C" clamps for securing materials to be sawed. (See Figure 4.)

Special Instructions: Open each "C" clamp fully before each task.

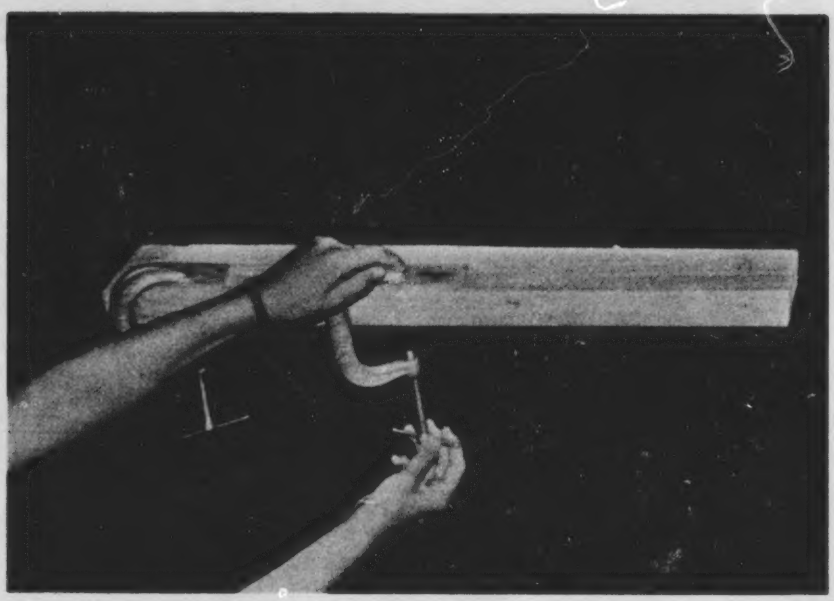

Figure 4.

Task 7

Using two adjustable 3″ "C" clamps, (fully opened) two pieces of plywood (2″ x 2″) and 2″ x 4″ scrap wood stock, the student will clamp the material to a suitable table or work bench. **Note time!** (Leave clamped for Task 8.)

Preliminary Exercise:

The evaluator will identify a 26″ handsaw and demonstrate for the student the techniques of starting a saw into the wood and how to saw "on-the-line." (See Figure 5.)

Special Instructions: Use combination square to draw two lines (one for preliminary exercise and one for student's task).

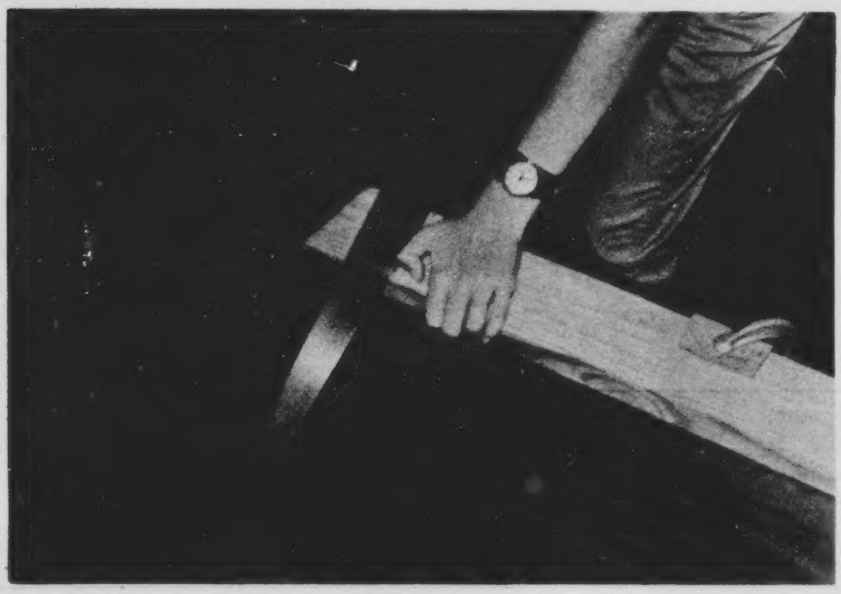

Figure 5.

Task 8

Given a 26″ handsaw and securely clamped 2″ x 4″ wood stock from task 7 the student will saw "on-the-line" until the material has been sawed into two parts. **Note time!**

Preliminary Exercise:

The evaluator will explain and demonstrate the use of the miter box for sawing miter joints. (See Figure 6.)

Special Instructions: *Student will cut off one end of the 1" x 4" x 30" (or longer) scrap wood stock. Evaluator will assist student by premarking the wood and placing material in miter box.*

Figure 6.

Task 9

Given the miter box, handsaw, and scrap 1" x 4" wood stock (premarked) placed in miter box, the student will saw a 45° face miter. **Note time!**

Preliminary Exercise:

The evaluator will identify the ratchet brace, demonstrate how to insert the ¼″ auger bit, and use it to drill a hole. (See Figure 7.)

Special Instructions: *Clamp 2″ x 4″ material to table with approximately 8″ extending beyond edge of table. Use cardboard pattern with four premarked holes to mark where holes are to be drilled. Instruct student to apply downward pressure on brace while turning clockwise. Demonstrate how to reverse ratchet brace. Time ends with drill bit out of last hole. Have student remove loose fitting jacket etc., and stand to side of evaluator while task is being demonstrated.*

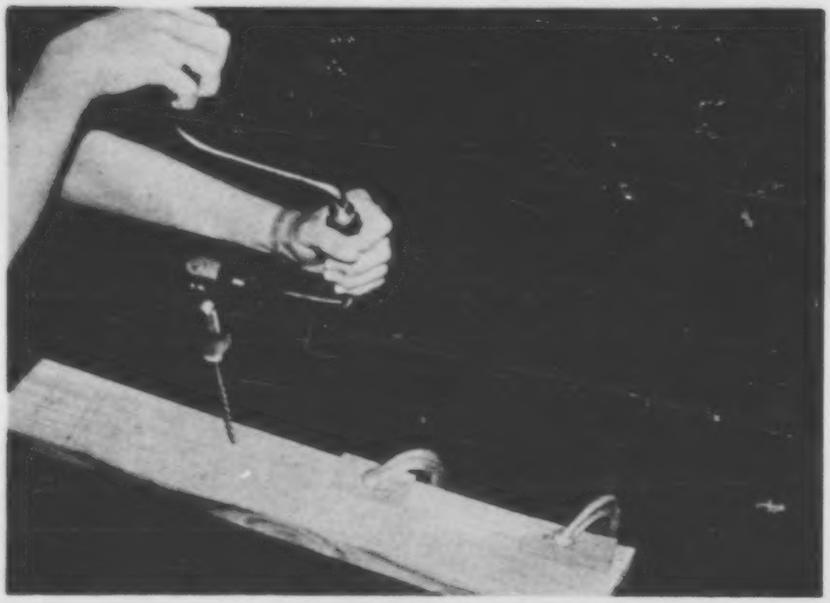

Figure 7.

Task 10

Given a ratchet brace and a ¼″ auger bit inserted by the evaluator, the student will bore three holes through the premarked clamped 2″ x 4″ materail. **Note time!** (Retain bored wood for task 11.)

Preliminary Exercise:

The evaluator will demonstrate how to start lag bolts into a 2" x 4" wood block using an 8" adjustable wrench. (See Figure 8.)

Special Instructions: *Begin screwing bolt into wood with fingers and instruct student to do one bolt at a time. Use material from task #10 with three holes drilled.*

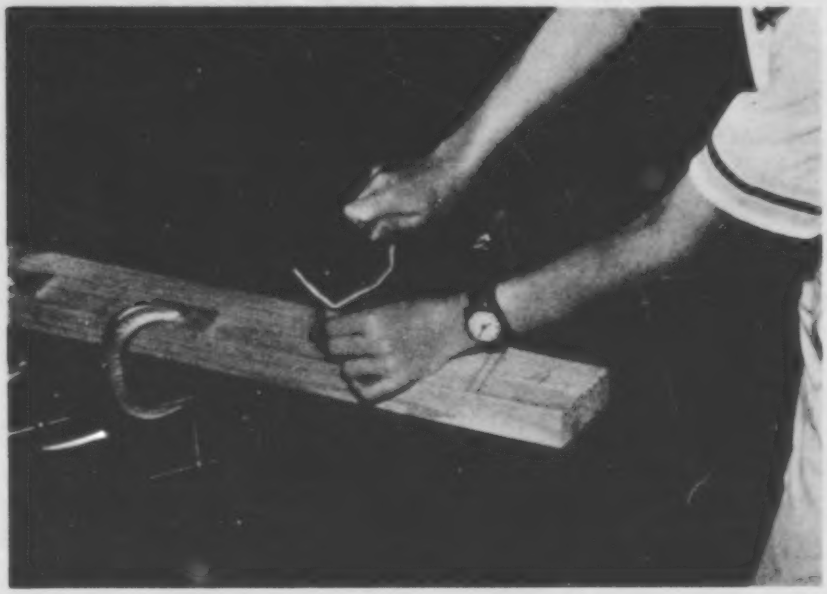

Figure 8.

Task 11

Given an 8" adjustable wrench and three lag bolts ⅜" x 3", the student will screw lag bolts (one at a time) through the drilled holes until bolt tips appear on opposite side of material. **Note time!**

Preliminary Exercise:

Using two pre-drilled 2" x 4" wood blocks from kit, the evaluator will demonstrate how to fasten them together using lag bolts. (See Figure 9.)

Special Instructions: *Instruct student to tighten bolts until heads of bolts touch wood. After this task give student a 10-minute break. Assemble level/plumb apparatus during the break. Pre-drilled 2" x 4" wood blocks should be discarded after use by six students.*

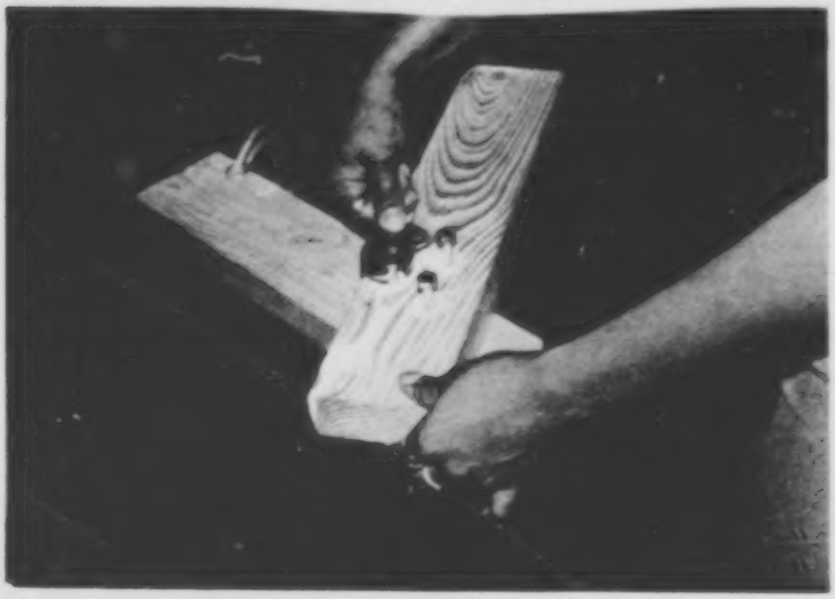

Figure 9.

Task 12

Given two pieces of 2" x 4" material with holes pre-drilled (bottom piece clamped to the table), an 8" adjustable wrench, and three lag bolts, the student will match the holes and bolt the two pieces of material together until bolt heads touch the 2" x 4" material. **Note time!**

Preliminary Exercise:

The evaluator will identify the ratchet screwdriver/drill, attach the 9/64 drill point, and demonstrate its use. (See Figure 10.)

Special Instructions: *Use cardboard pattern with seven holes for marking the six pilot holes. The evaluator will drill a single hole for the preliminary exercise. Evaluator should drill bit for correct depth (approximately ¾").*

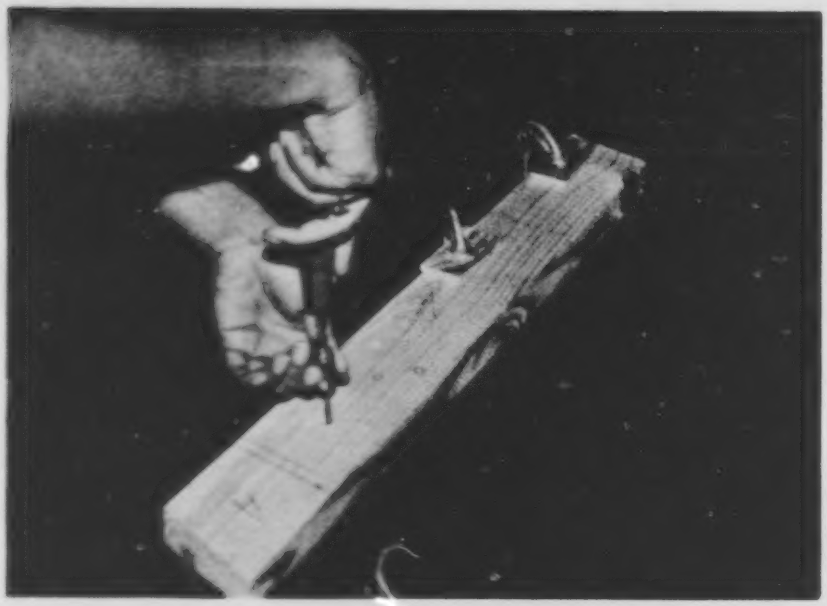

Figure 10.

Task 13

Given a ratchet screwdriver/drill, a 9/64 drill point inserted by the evaluator, the student will drill six pilot holes ¾" deep in the secured and premarked 2" x 4" material. Save for task 14. **Note time!**

Preliminary Exercise:

The evaluator will identify the ½″ countersink and hand drill, attach the countersink to the hand drill, and demonstrate how to countersink pilot holes. (See Figure 11.)

Special Instructions: *Use #2 kiln dried white pine - do not mark drill sites over knots, etc.*

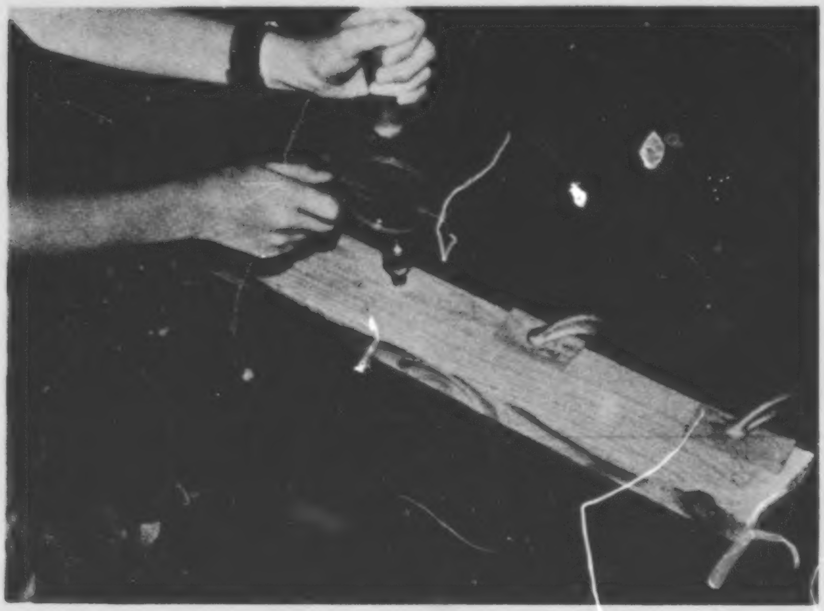

Figure 11.

Task 14

Given a hand drill and a ½″ countersink (evaluator inserts countersink) the student will countersink the pilot holes which were drilled in Task 13. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to drive 1″ wood screws using a flat blade ¼″ screwdriver. (Evaluator should check pilot holes for proper depth before student inserts screws.) (See Figure 12.)

Special Instructions: Use new screws with each student.

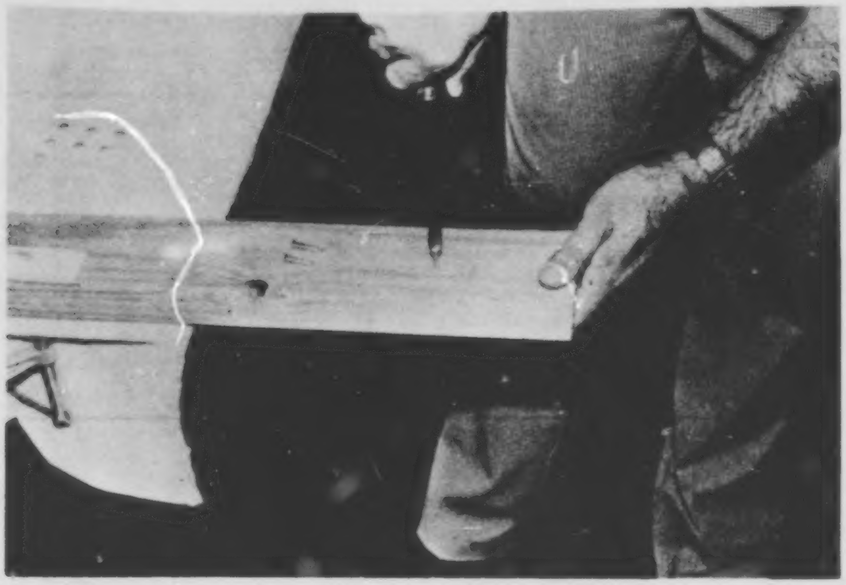

Figure 12.

Task 15

Given a flatblade ¼″ screwdriver, the student will drive three 1″ wood screws into three of the countersunk pilot holes until head of screw is below surface and then remove them. **Note time!**

Preliminary Exercise:

The evaluator will identify the claw hammer and demonstrate its use in driving common 8d nails. (See Figure 13.)

Special Instructions: Place an "X" where each nail should be driven by the student. **Wear safety glasses!**

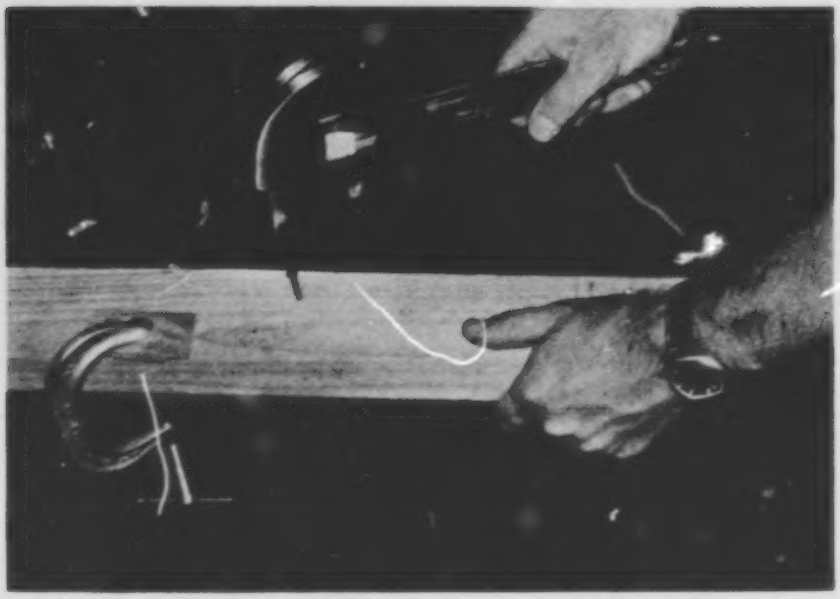

Figure 13.

Task 16

Given a claw hammer, securely clamped (scrap) 2" x 4" lumber, safety glasses, and four #8d common nails, the student will drive each nail flush into the wood. **Note time!**

171

Preliminary Exercise:

The evaluator will identify the claw hammer and demonstrate how to remove a common nail. (See Figure 14.)

Special Instructions: **Have the student wear safety glasses!** *The evaluator should drive four 8d nails into the wood until approximately 1" of each nail nail remains exposed. Use #2 white pine and do not drive nails into knots.*

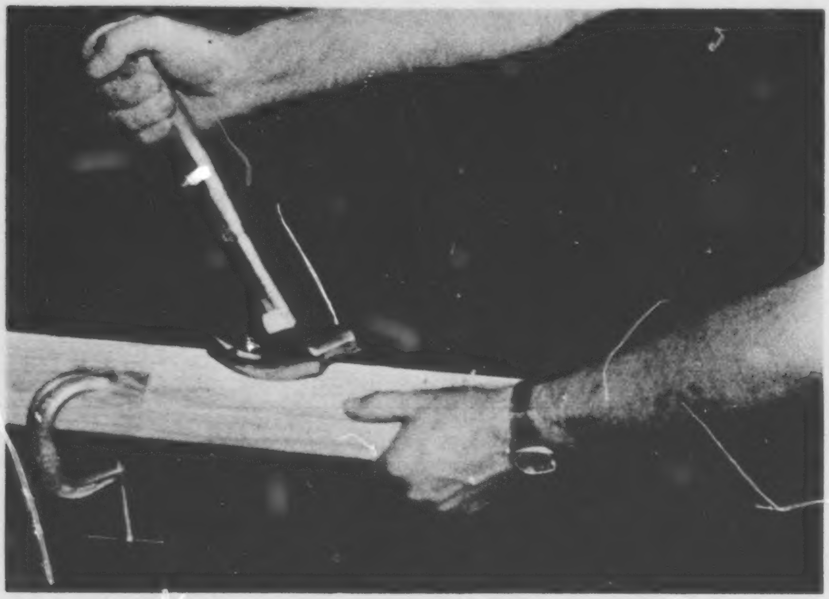

Figure 14.

Task 17

Given a claw hammer, securely clamped (scrap) 2" x 4" lumber, safety glasses, and four #8d common nails, the student will remove each nail. **Note time!**

Preliminary Exercise:

The evaluator will identify the 8″ torpedo level and demonstrate how to plumb the two vertical beams and level the horizontal beam (K). (See Figure 15.)

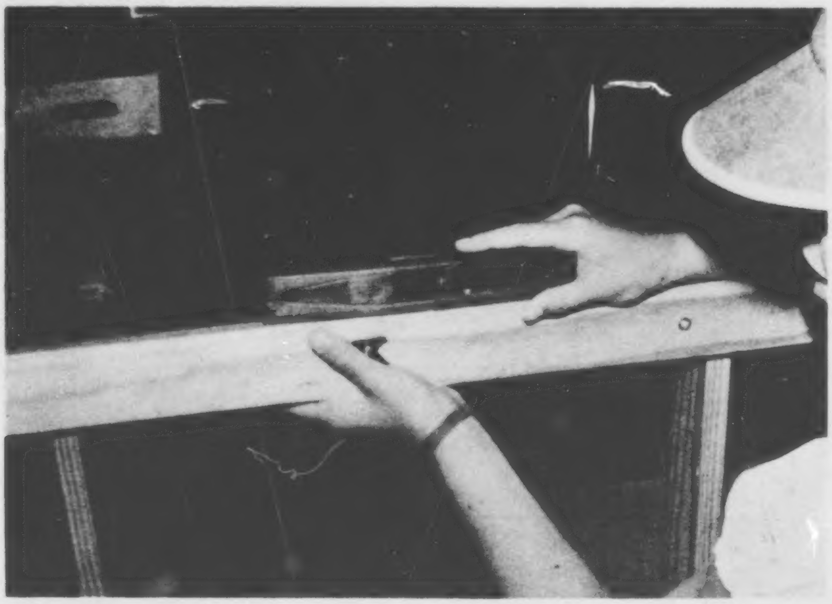

Figure 15.

Task 18

Given an 8″ torpedo level and the level/plumb apparatus, the student will: plumb the two vertical beam and level beam (K). **Note total time!**

Preliminary Exercise:

The evaluator will identify the coping saw and demonstrate its use for cutting intricate curves and designs in plywood. (See Figure 16.)

Special Instructions: *Polygon should be drawn on plywood with two points away from edge of table. (Use a 5" wide strip of ¼" plywood approximately 30" long and draw several polygons.)*

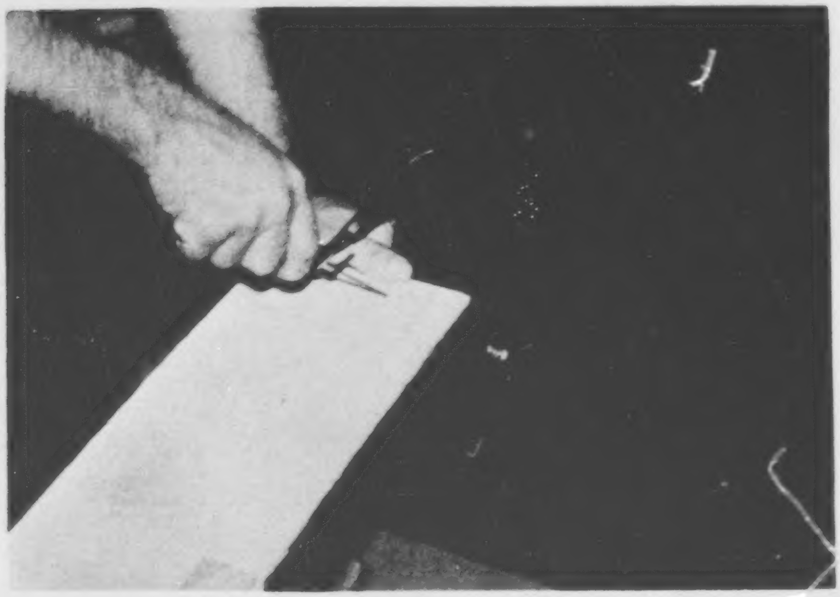

Figure 16.

Task 19

Given a coping saw and a pre-drawn polygon on ¼" plywood (clamped to the table), the student will saw polygon (premarked) and remove it from the clamped material. **Note time!**

VOCATIONAL EDUCATION READINESS TEST (VERT)
SCORING RESULTS SHEET

NAME: ______________________________

CARPENTRY

Measurement Skills (for tasks 1 - 4, check (✓) the appropriate column)

	Response*		Handicapped Response**		Regular Response **	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Task 1 (Inch)	______	______	15	0	15	0
Task 2 (Half-Inch)	______	______	15	0	15	0
Task 3 (Quarter-Inch)	______	______	15	0	15	0
Task 4 (Eighth-Inch)	______	______	14	1	15	0

Student Performance Data (beginning with task 5, record the completion time in seconds)

	TIME*	MEAN HANDICAPPED TIME**	MEAN REGULAR TIME**
Task 5	____________	28	18
Task 6	____________	50	44
Task 7	____________	83	60
Task 8	____________	125	92
Task 9	____________	116	96
Task 10	____________	168	125
Task 11	____________	244	180
Task 12	____________	171	97
Task 13	____________	127	77
Task 14	____________	272	186
Task 15	____________	221	225
Task 16	____________	62	59
Task 17	____________	26	21
Task 18	____________	66	49
Task 19	____________	260	199

* Write N/C should the student be unable to complete the task.

** These comparative scores were taken from statistical tables in this **User's Manual.**

COMMENTS:

Rx:

HOME ECONOMICS (CLOTHING)

HOME ECONOMICS
(CLOTHING)

Objective(s):

1. To determine the student's ability to measure in inches, half-inches, quarter-inches, and eighth-inches using a 12″ measuring rule.
2. To determine the student's ability to place appropriate colored pegs into correspondingly colored slots in a pegboard.
3. To determine the student's ability to match pre-cut patterns in appropriate form-board slots.
4. To determine the student's ability to sew between pre-drawn parallel lines.
5. To determine the student's ability to thread four (4) needles using dual-duty thread.
6. To determine the student's ability to pin and properly cut a pattern.

Tools Needed:

One 12″ plastic ruler

One exercise sheet (8½″ x 11″) containing pre-drawn patterns and lines of varying lengths

Four spools of dual-duty thread

Two scissors (left and right hand)

Four straight pins

One sheet of 8½″ x 11″ paper with lines drawn to 3″, 3½″, 3¼″, and 3⅛″.

One form board and pre-cut patterns

One multi-colored pegboard and appropriate number of pegs

One pattern

One needle holder

One blank piece of 8½″ x 14″ paper (simulated cloth)

Preliminary Exercise:

The evaluator will identify a 12" plastic rule and demonstrate how to measure to the nearest inch, half-inch, quarter-inch, and eighth-inch. Answer any questions at this time; however, avoid *"teaching"* the student to measure by giving repeated demonstrations. (See Figure 1.)

Special Instructions: Lines for Tasks 1 - 4 should measure 3", 3½", 3¼", and 3⅛", respectively, and should be drawn on a separate sheet of paper.

Figure 1.

Task 1: ______________________*

Task 2: ______________________*

Task 3: ______________________*

Task 4: ______________________*

Tasks 1 through 4

Given a 12" plastic rule and measuring tasks 1, 2, 3, and 4, the student will measure the line in each task and tell his/her findings to the evaluator.

*Lines are drawn on separate sheet to respective length by evaluator.

Preliminary Exercise:

The evaluator should identify the pegboard and pegs and demonstrate (partially) the placement of the pegs in the pegboard. (See Figure 2.)

Special Instructions: *The evaluator should see that each of the colored pegs is placed on the pegboard within the appropriate colored area. After completion of the exercise, the evaluator should indicate on the scoring sheet in the "comments" section whether or not the colors match, i.e., peg and pegboerd colors.*

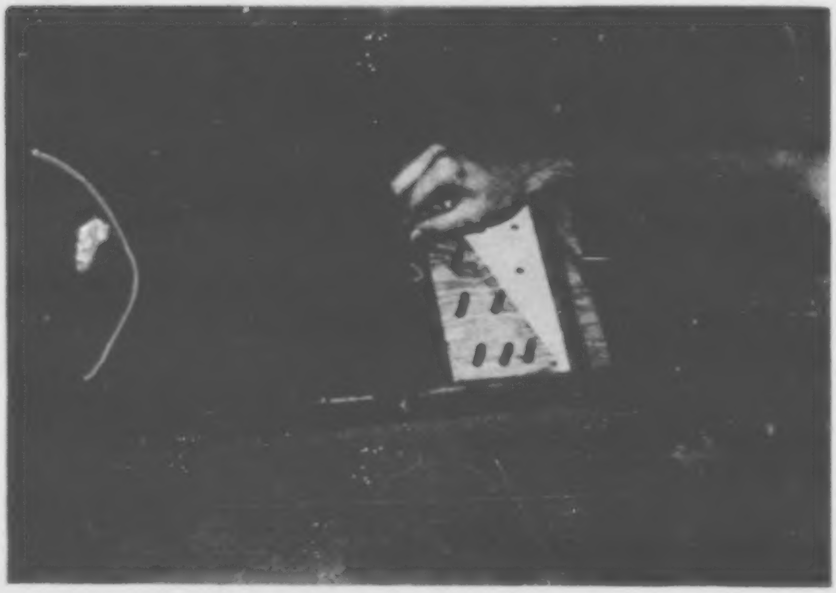

Figure 2

Task 5

Given 36 colored pegs (mixed) and a color-coded pegboard, the student will place all pegs in the pegboard in their appropriate color slots. **Note time!**

Preliminary Exercise:

The evaluator should identify the form board and pre-cut patterns and demonstrate the appropriate procedure for completing the exercise. (See Figure 3.)

Special Instructions: *The evaluator should explain to the student that the patterns may be placed in the appropriate slots of the form board in any order.*

Figure 3.

Task 6

Given the pre-cut patterns and the form board, the student will place each pattern in the appropriate slot on the form board. **Note time!**

Preliminary Exercise:

The evaluator should identify both the exercise sheet and sewing machine simulator and demonstrate the appropriate method of completing the exercise. (See Figure 4.)

Special Instructions: *The evaluator should emphasize to the student that the pencil line should remain within the pre-drawn parallel lines at all times. The evaluator should also tell the students that the exercise sheet should be pivoted to permit a continuous and forward movement rather than sliding the exercise sheet at angles. Pivoting the exercise sheet more closely simulates the movement of cloth through a sewing machine.*

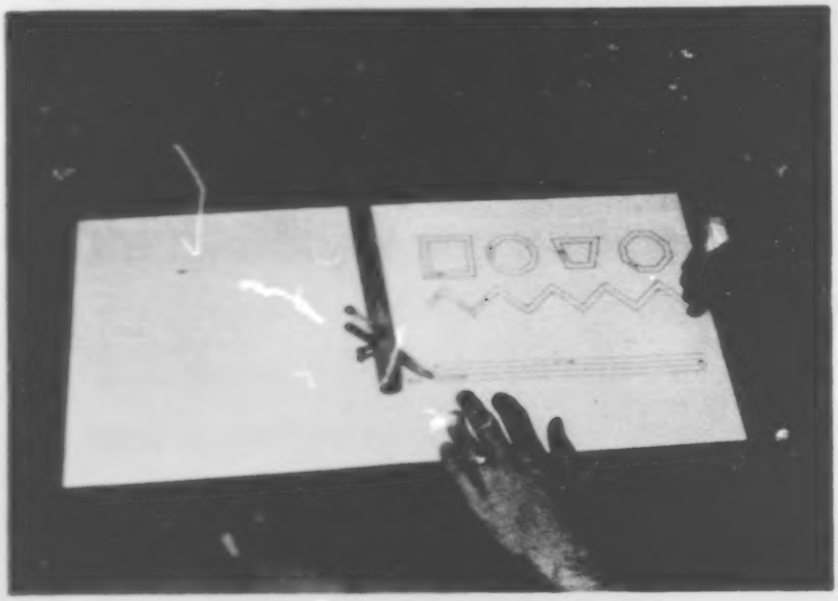

Figure 4.

Task 7

Given a simulated sewing machine and the exercise sheet containing the patterns of parallel lines, the student will draw a continuous pencil line between the parallel lines throughout the pattern. **Note time!**

Preliminary Exercise:

The evaluator should identify the needle holder and demonstrate how to thread a needle. (See Figure 5.)

Special Instructions: *Instruct the student to thread the needles from left to right. Also inform the student that two needles are threaded from the side and two from the front.*

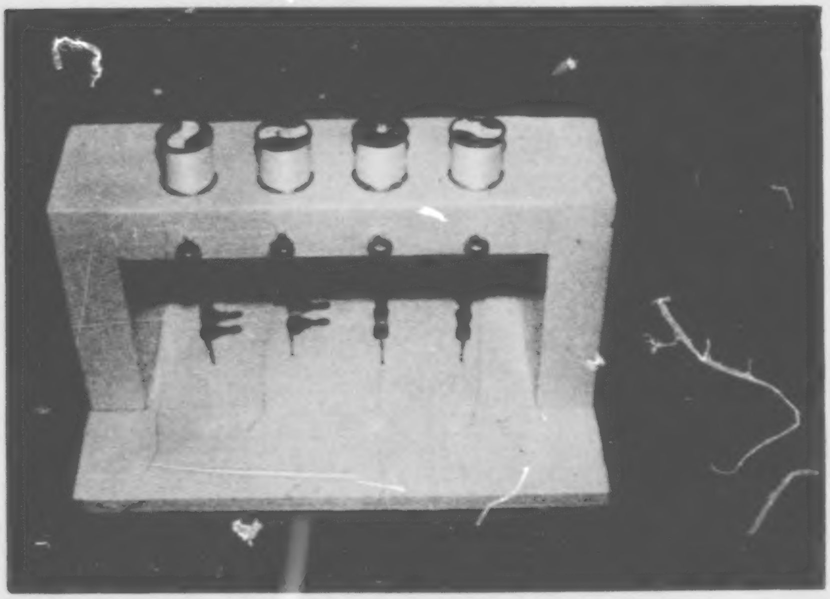

Figure 5.

Task 8

Given the needle holder, the student will thread the four needles. **Note time!**

Preliminary Exercise:

The evaluator should identify the simulated cloth (8½" x 14" blank paper) and the pattern. Inform the student that the pattern is to be pinned and cut from the simulated cloth. (See Figure 6.)

Special Instructions: *The evaluator should tell the student that the pattern is to be cut along the line as indicated in Figure 6. The evaluator should inform the student where to place the pins by marking the pattern. In addition, the evaluator should determine the type of scissors (left or right handed) to be used by the student.*

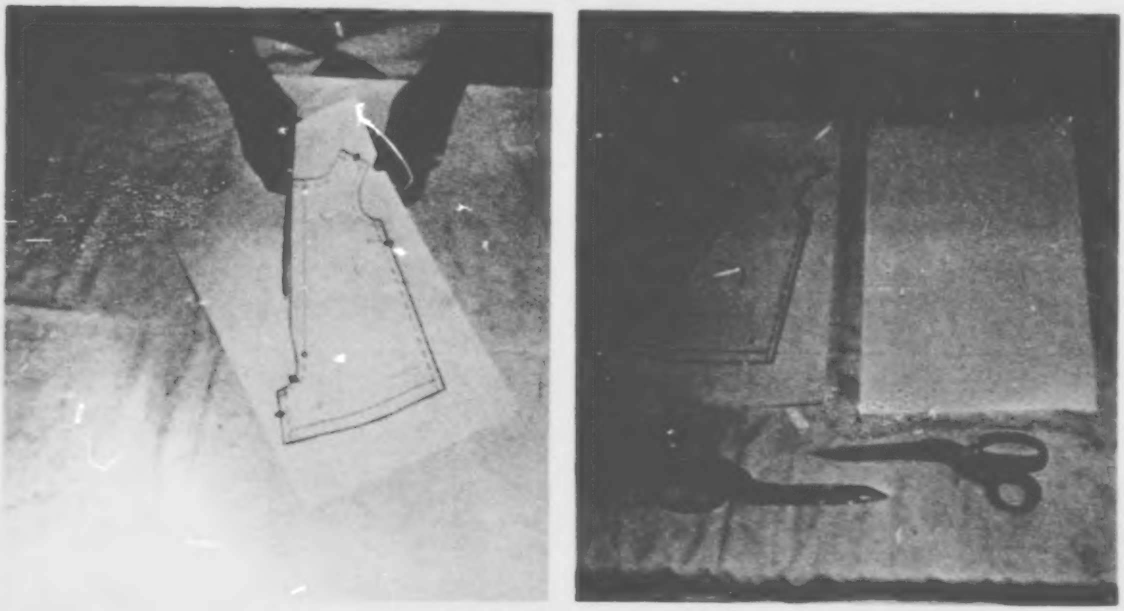

Figure 6.

Task 9

Given four straight pins, one pattern, simulated cloth (8½" x 14" blank paper), and a pair of scissors, the student will pin the pattern to the simulated cloth and cut the pattern along the large black line. **Note time!**

VOCATIONAL EDUCATION READINESS TEST (VERT)
SCORING RESULTS SHEET

NAME: ____________________________________

CLOTHING

Measurement Skills (for tasks 1 - 4, check (✓) the appropriate column)

	Response*		Handicapped Response**		Regular Response **	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Task 1 (Inch)			15	0	15	0
Task 2 (Half-Inch)			4	11	15	0
Task 3 (Quarter-Inch)			2	13	15	0
Task 4 (Eighth-Inch)			3	12	15	0

Student Performance Data (beginning with task 5, record the completion time in seconds)

	TIME*	MEAN HANDICAPPED TIME**	MEAN REGULAR TIME**
Task 5		90	55
Task 6		93	51
Task 7		255	132
Task 8		172	101
Task 9		256	185

* Write N/C should the student be unable to complete the task.

** These comparative scores were taken from statistical tables in this **User's Manual.**

COMMENTS: ____________________________________

Rx: ____________________________________

MASONRY

MASONRY

Objective(s):

1. To determine student's ability to measure in inches, half-inches, quarter-inches, and eighth-inches.
2. To determine student's ability to move and stack 49 common brick.
3. To determine student's ability to spread and furrow mortar with a masonry trowel.
4. To determine student's ability to lay a dry wall of brick on a straight line and plumb, with ⅜" open joints.
5. To determine student's ability to lay dry courses of brick in corner construction.
6. To determine student's ability to lay paving brick.
7. To determine student's ability to move and stack 8" concrete blocks.
8. To determine student's ability to lay a dry wall of 8" concrete blocks with open joints on a straight line.

Tools Needed:

Approximately 60 whole common bricks (furnished locally)

Sand and slacked lime (furnished locally). (Approximately three sand to one slacked lime with adequate water)

Masonry Trowel

One 2" x 4" stud 8' long (furnished locally)

Mortar board (32" x 32")

⅜" spacer (plywood strip ⅜" x 2" x 6")

Brick tongs (adjusted for seven bricks)

24" magnesium spirit level

White or blue chalk

Twelve 8" x 8" x 16" concrete blocks

Two 20" x 40" pieces of plywood (½") for brick and block bases.

One wood pallet (28" x 64" x 4") premarked by evaluator for brick wall and corner and block wall (Use 2" x 4" frame and ⅝" exterior plywood)

12" plastic ruler

Preliminary Exercise:

The evaluator will identify a 12″ plastic rule and demonstrate how to measure to the nearest inch, half-inch, quarter-inch, and eighth-inch. Answer any questions at this time; however, avoid *"teaching"* the student to measure by giving repeated demonstrations. (See Figure 1.)

Special Instructions: Lines for Tasks 1 - 4 should measure 3″, 3½″, 3¼″, and 3⅛″, respectively, and should be drawn on a separate sheet of paper.

Figure 1.

Task 1: ______________________*

Task 2: ______________________*

Task 3: ______________________*

Task 4: ______________________*

Tasks 1 through 4

Given a 12″ plastic rule and measuring tasks 1, 2, 3, and 4, the student will measure the line in each task and tell his/her findings to the evaluator.

---

*Lines are drawn on separate sheet to respective length by evaluator.

Preliminary Exercise:

The evaluator will identify a stack of 49 common bricks and demonstrate the correct method of carrying bricks using brick tongs (brick tongs set for seven bricks). (See Figure 2.)

Special Instructions: Evaluator should measure a distance of 12′, place a marker at that point, and have student carry bricks (from side #1 of the brick base) around the marker and place them back on the plywood base, side #2.

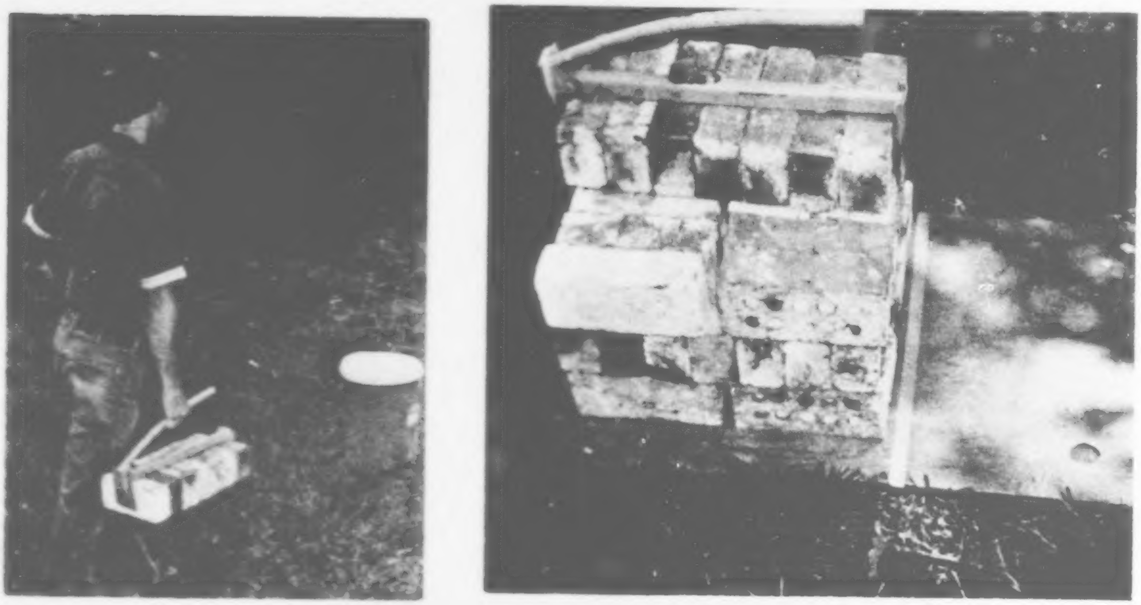

Figure 2.

Task 5

Given a stack of 49 bricks sitting on side #1 of the brick base and brick tongs (adjusted to carry seven bricks) the student will move the bricks (seven at a time) a distance of 25′ around the marked pathway and restack them on side #2 of the brick base. **Note time!**

Preliminary Exercise:

The evaluator will identify the masonry trowel and demonstrate the correct procedure for spreading and furrowing mortar on a 2" x 4" stud 8′ long. **(This is the only task requiring the use of mortar!)** (See Figure 3.)

Special Instructions: Evaluator should mark the stud 1′ from each end so that the student will spread and furrow mortar a distance of 6′. Stud should be approximately 6" above ground.

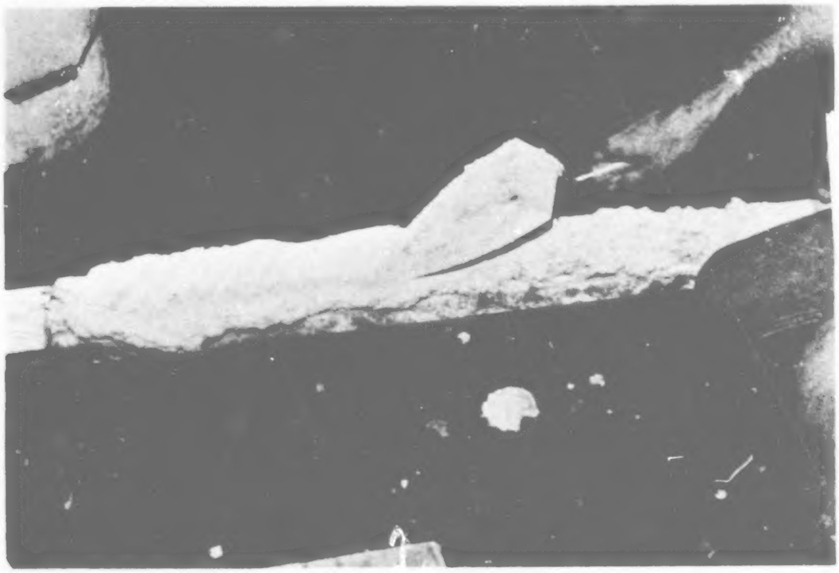

Figure 3.

Task 6

Given a masonry trowel, mortar board, prepared mortar, and a premarked 2" x 4" stud, the student will lay and furrow a 6′ bed of mortar on the stud. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to construct and plumb a five course brick wall (without mortar) approximately 3′ in length with ⅜" joints. (See Figure 4.)

Special Instructions: The dimensions for this wall should be premarked on the pallet.

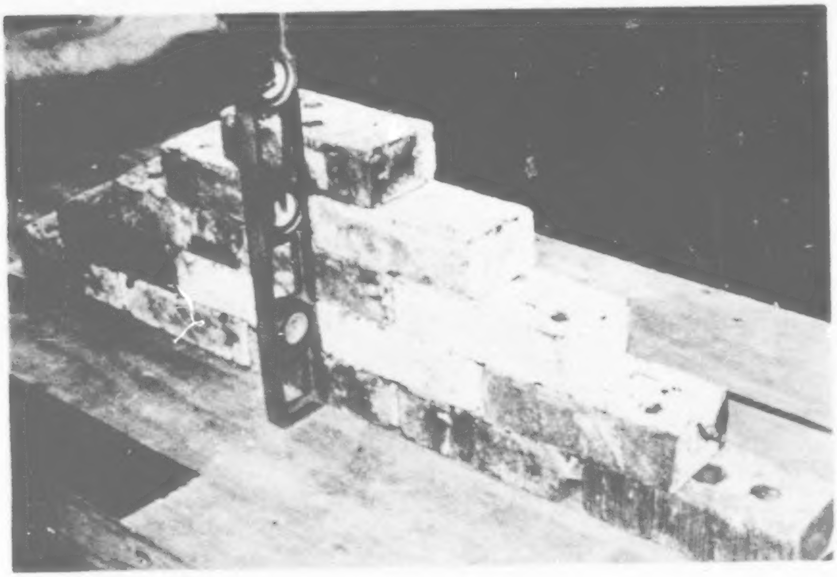

Figure 4.

Task 7

Given approximately 15 bricks, a ⅜" plywood joint spacer, a pallet with length of wall premarked, and a 24" spirit level, the student will construct and plumb a single dry wall five courses high, 3′ long with ⅜" joints. **Note time!**

Preliminary Exercise:

The evaluator, using ⅜" plywood joint spacer, brick pallet, and a spirit level, will demonstrate how to lay a single dry brick corner wall seven courses high. (See Figure 5.)

Special Instructions: Brick corner should be marked on the pallet by evaluator — 28" x 32".

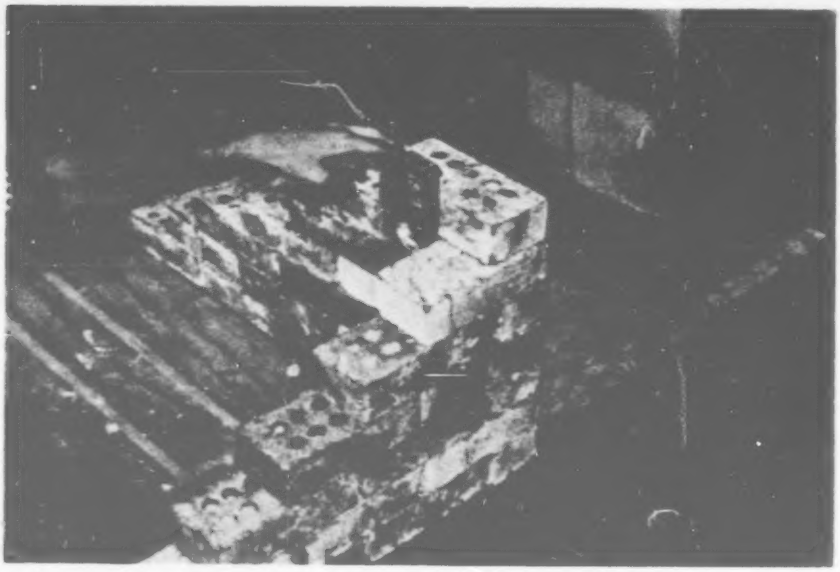

Figure 5.

Task 8

Given 28 common bricks, a 26" x 64" premarked pallet, ⅜" plywood joint spacer, and a spirit level, the student will construct and plumb a dry corner wall seven courses high. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to lay a basket weave paving design on the mortar board. (See Figure 6.)

Special Instructions: Use mortar board for paving base (32″ x 32″).

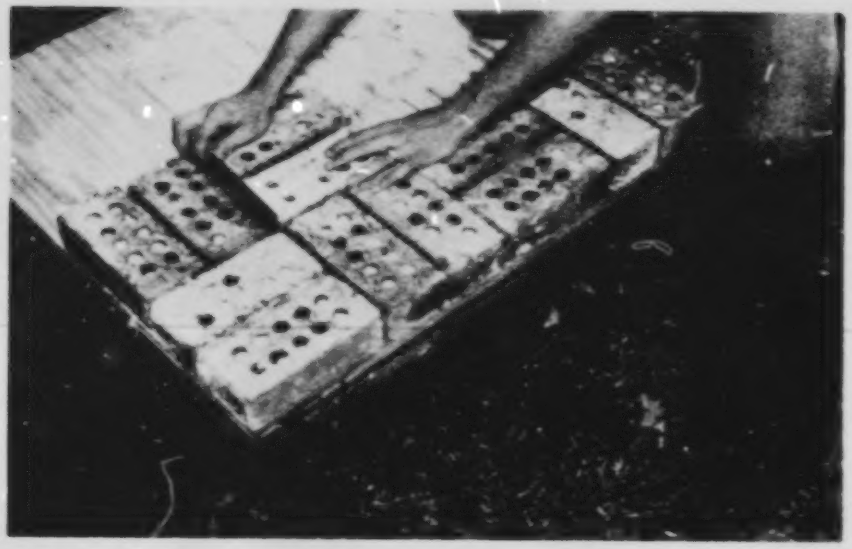

Figure 6

Task 9

Given 32 common bricks, a 32″ x 32″ mortar board and ⅜″ plywood spacer, the student will pave an area 32″ x 32″ using the basket weave paving design. **Note time!**

Preliminary Exercise:

The evaluator will identify a stack of 12 concrete blocks (8″ x 8″ x 16″) and demonstrate the correct method of carrying blocks by hand. (See Figure 7.)

Special Instructions: *Have the student carry two blocks at a time from side #1 of the plywood block base, around the path and return and stack them on side #2 of the plywood base.*

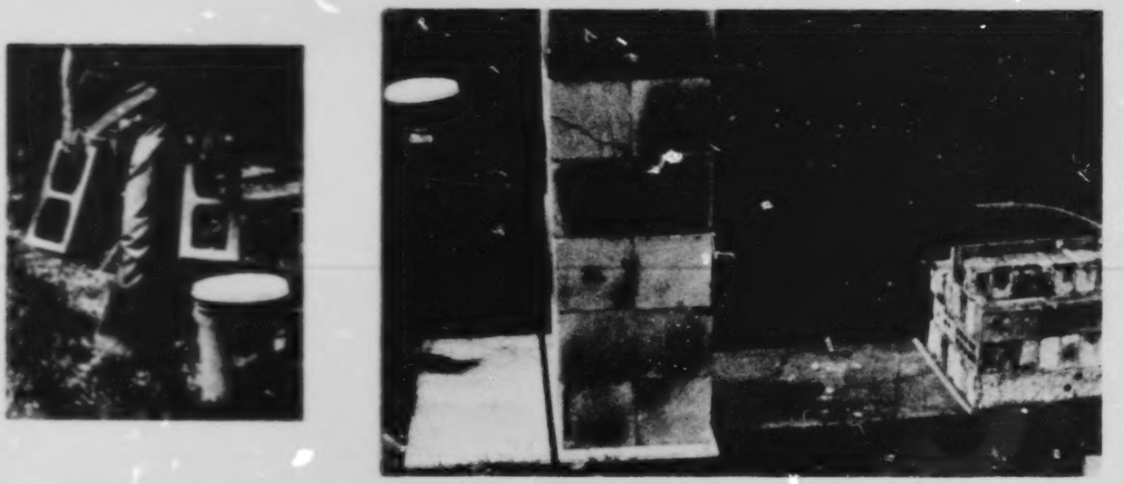

Figure 7.

Task 10

Given a stack of 12 concrete blocks (8″ x 8″ x 16″), the student will move the blocks (from side #1 of the plywood base), two at a time, and carry them around the pathway a distance of 25′ and restack them on side #2 of the plywood base. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to construct and plumb a four course (8″ x 8″ x 16″) concrete block wall (without mortar) approximately 5′ in length (10 blocks required). (See Figure 8.)

Special Instructions: Use premarked 28″ x 64″ pallet as base for this task.

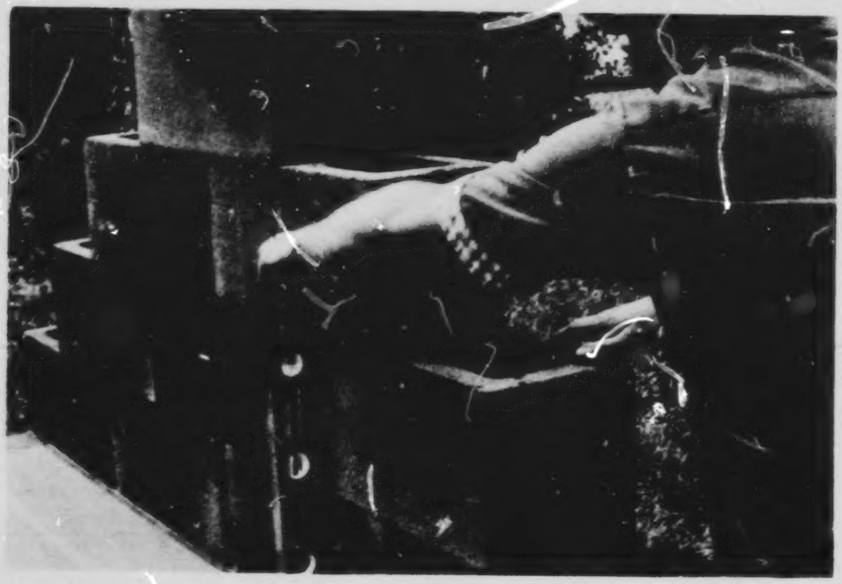

Figure 8

Task 11

Given approximately 10 concrete blocks (8″ x 8″ x 16″), a premarked pallet, and a spirit level, the student will construct and plumb a single dry wall of concrete blocks four courses high and approximately 5′ in length. **Note time!**

VOCATIONAL EDUCATION READINESS TEST (VERT)
SCORING RESULTS SHEET

NAME: ______________________________

MASONRY TEST

Measurement Skills (for tasks 1 - 4, check (✓) the appropriate column)

	Response*		Handicapped Response**		Regular Response **	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Task 1 (Inch)			15	0	18	0
Task 2 (Half-Inch)			5	10	18	0
Task 3 (Quarter-Inch)			1	14	14	4
Task 4 (Eighth-Inch)			0	15	12	6

Student Performance Data (beginning with task 5, record the completion time in seconds)

	TIME*	MEAN HANDICAPPED TIME**	MEAN REGULAR TIME**
Task 5		118	95
Task 6		56	46
Task 7		139	105
Task 8		296	172
Task 9		323	209
Task 10		121	118
Task 11		202	129

* Write N/C should the student be unable to complete the task.

** These comparative scores were taken from statistical tables in this **User's Manual.**

COMMENTS: ______________________________

Rx: ______________________________

PLUMBING

PLUMBING

Objective(s):

1. To determine the student's ability to measure with a 12" rule.
2. To determine student's ability to use ¾" to ½" pipe reducers in combination with ¾" plugs and ½" nipples.
3. To determine student's ability to use ½" elbows with ½" plugs, nipples, and caps.
4. To determine student's ability to use ½" unions with ½" nipples.
5. To determine student's ability to use 10" and 14" pipe wrenches.
6. To determine student's ability to assemble plumbing components as depicted in a diagram.
7. To determine student's ability to cut ⅜" copper tubing with a tubing cutter.
8. To determine student's ability to flare ⅜" copper tubing with a flaring tool.
9. To determine student's ability to use brass fittings and adjustable wrenches with flared copper tubing.
10. To determine student's ability to assemble PVC piping components.

Tools Needed:

45° flaring tool
Tubing cutter
Two 12" lengths of ⅜" copper tubing
6" adjustable wrench
8" adjustable wrench
Assortment of brass fittings
One ½" Coupling (PVC)
One can of PVC pipe cleaner
One can of PVC pipe cement
One Hacksaw for cutting PVC pipe
12" plastic ruler

Tools and Plumbing Components Needed:

One 10" pipe wrench
One 14" pipe wrench
Three ¾" plugs
Five ½" unions
Two ½"tees
Five ½" elbows
Five ½" caps
Three ½" plugs
Three ¾ to ½" reducers
One ½ x 1¼" nipples
One ½ x 1½" nipples
Three ½ x 2" nipples
Two ½ x 2½" nipples
Six ½ x 3" nipples
One ½ x 3½" nipples
Three ½ x 4" nipples
One ½ x 4½" nipples
Five ½ x 5" nipples
Three ½ x 6" nipples
Three ½ x 12" nipples

Preliminary Exercise:

The evaluator will identify a 12" plastic rule and demonstrate how to measure to the nearest inch, half-inch, quarter-inch, and eighth-inch. Answer any questions at this time; however, avoid *"teaching"* the student to measure by giving repeated demonstrations. (See Figure 1.)

Special Instructions: Lines for Tasks 1 - 4 should measure 3", 3½", 3¼", and 3⅛", respectively, and should be drawn on a separate sheet of paper.

Figure 1.

Task 1: ____________________*

Task 2: ____________________*

Task 3: ____________________*

Task 4: ____________________*

Tasks 1 through 4

Given a 12" plastic rule and measuring tasks 1, 2, 3, and 4, the student will measure the line in each task and tell his/her findings to the evaluator.

---

*Lines are drawn on separate sheet to respective length by evaluator.

Preliminary Exercise:

The evaluator will demonstrate how to use ¾″ reducers in combination with ¾″ plugs and ½″ x 4″ nipples. (See Figure 2.)

Special Instructions: *Have like components grouped together for task #5, i.e., reducers nipples, and plugs in separate but adjacent groups.*

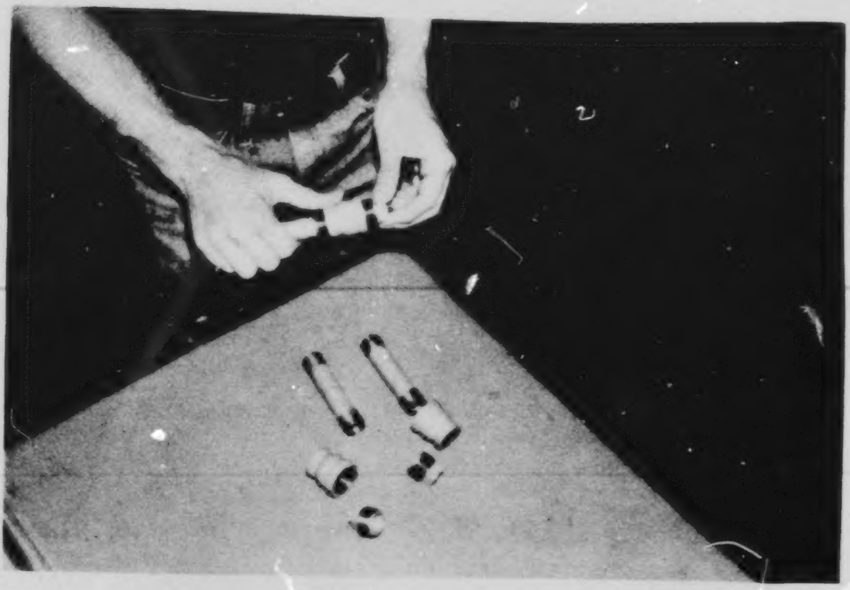

Figure 2.

Task 5

Given three each of ¾″ reducers and plugs, ½″ x 4″ nipples, the student will assemble three duplicates of the pipe assembly which was assembled by the evaluator. **Note time!**

Preliminary Exercise:

The evalutor will demonstrate the use of ½" elbows in combination with ½" plugs, ½" x 5" nipples, and caps. (See Figure 3.)

Special Instructions: *Have like components grouped together for task #6, i.e., elbows, plugs, nipples, and caps should be placed in separate but adjacent groups.*

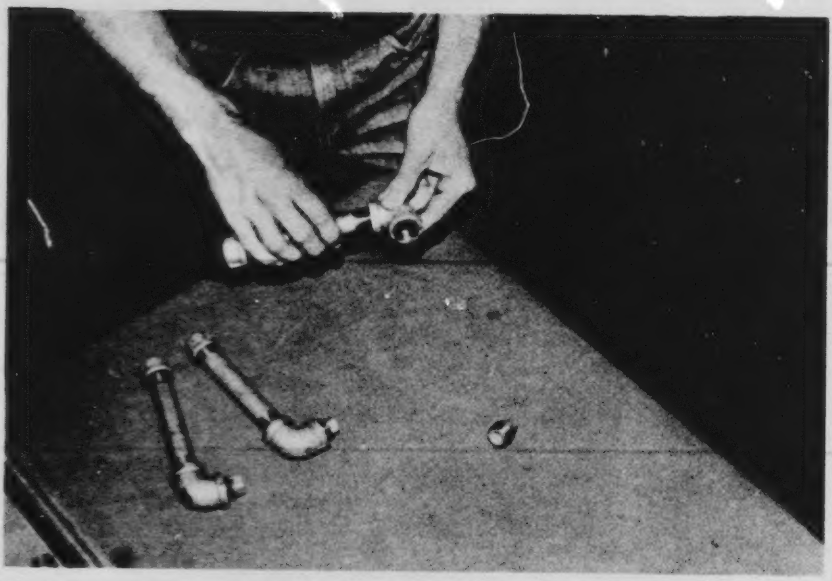

Figure 3.

Task 6

Given three each of ½" elbows, ½" x 5" nipples, ½" plugs, and ½" caps, the student will assemble three duplicates of the pipe assembly which was assembled by the evaluator. **Note time!**

201

Preliminary Exercise:

The evaluator will demonstrate the use of ½" unions with ½" x 3" nipples. Put the two union ends on the nipples first, then join the union. (See Figure 4.)

Special Instruction: *The three union components and 3" nipples should be placed in separate but adjacent groups. Instruct the student that the two union end-pieces should be connected to the nipples prior to joining the union.*

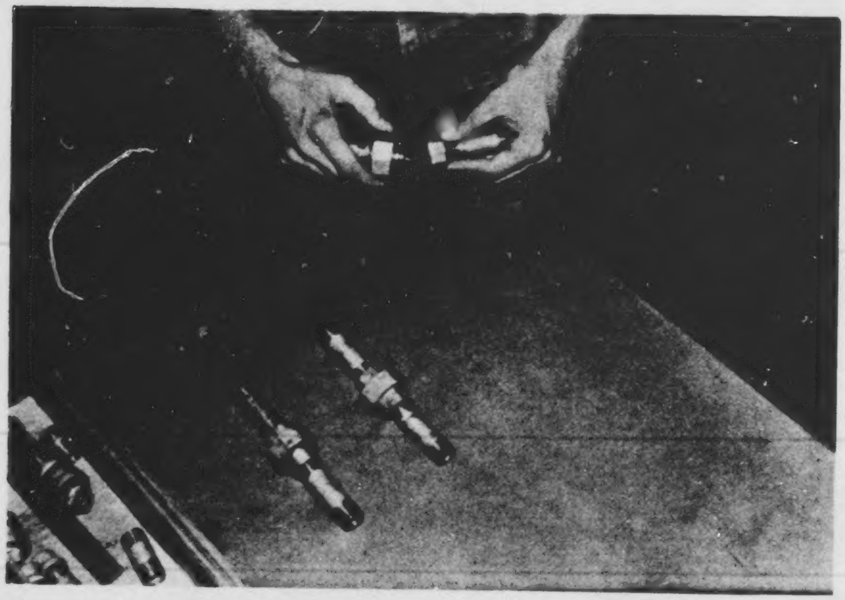

Figure 4.

Task 7

Given three ½" unions and six ½" x 3" nipples, the student will assemble three duplicates of the pipe assembly which was assembled by the evaluator. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate the use of 10″ and 14″ pipe wrenches to tighten a union joint with 3″ nipples attached. (See Figure 5.)

Special Instructions: Use one set of components to demonstrate and another for the task. Instruct students not to get wrench on pipe threads

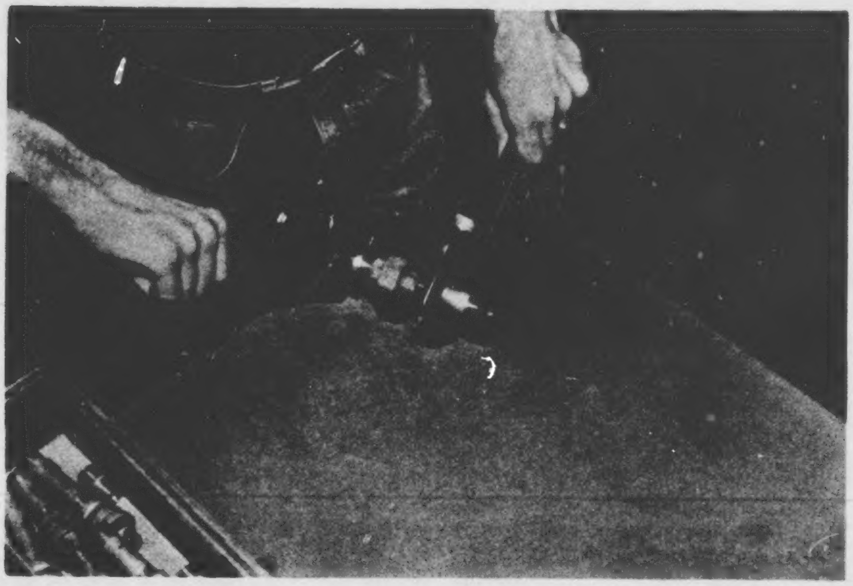

Figure 5.

Task 8

Given a ½″ union joint, two ½″ x 3″ nipples, and two pipe wrenches—10″ and 14″, respectively, the student will tighten the two nipple joint to the two ends of the union and then connect and tighten the union without putting wrenches on the table top. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate how to assemble plumbing components as illustrated. (See Figure 6.)

Special Instructions: Have pipes assembled and let student see them and observe you taking them apart. Leave components mixed and let student use Figure 6 to assemble the pipes. At the completion of this task, the evaluator and student should take a short break to remove oil from their hands, etc.

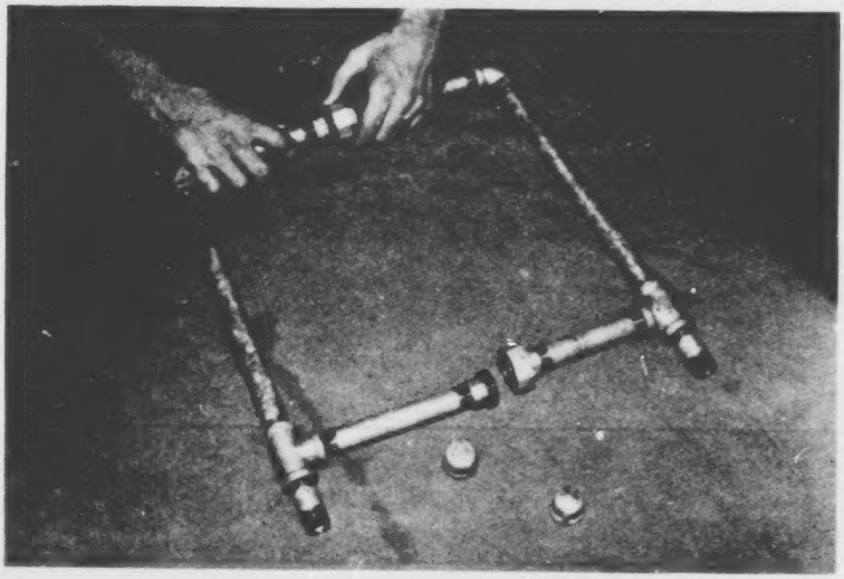

Figure 6.

Task 9

Given two each of ½" x 12" nipples, ½" x 6" nipples, ½" x 5" nipples, ½" x 2" nipples, ½" elbows, ½" unions, ½" tees, and ½" caps, the student will duplicate the pipe assembly depicted in Figure 10. **Note time!**

Preliminary Exercise:

The evaluator will identify the tubing cutter and demonstrate its use with ⅜" copper tubing. (See Figure 7.)

Special Instructions: *Instruct student to place tubing on the two rollers and to tighten the cutter with each turn.*

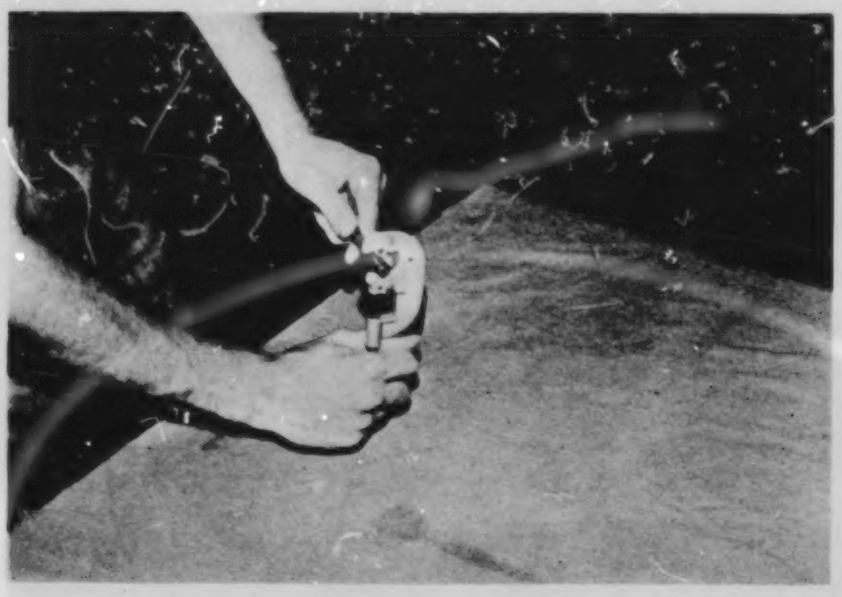

Figure 7

Task 10

Given a tubing cutter and two short lengths of ⅜" copper tubing, the student will cut off ½" of each tube. **Note time!**

205

Preliminary Exercise:

The evaluator will identify the flaring tool and demonstrate its use in flaring ⅜" copper tubing. (See Figure 8.)

Special Instructions: *Instruct the student to be certain tool is turned and locked and to turn handle several times (loosen and tighten). Instruct the student to put tubing end ⅛" out from edge of locking device.*

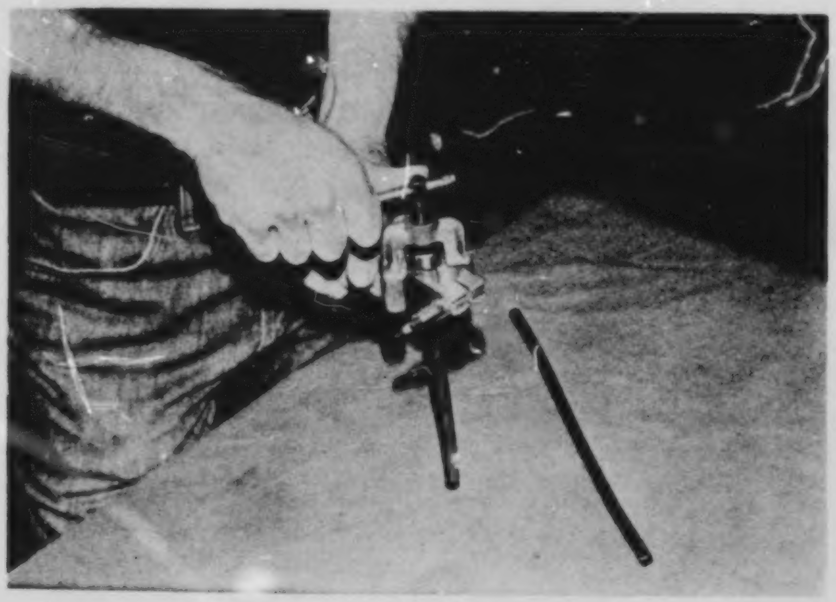

Figure 8.

Task 11

Given a flaring tool and the two short lengths of ⅜" copper tubing, the student will flare one end of each tube. **Note time!**

Preliminary Exercise:

The evaluator will demonstrate the use of adjustable wrenches and brass fittings with ⅜″ copper tubing. (See Figure 9.)

Special Instructions: *The 6″ adjustable wrench is to be used on the small fittings, and the 10″ adjustable wrench on the union. Use the lengths of tubing which were flared in task #11.*

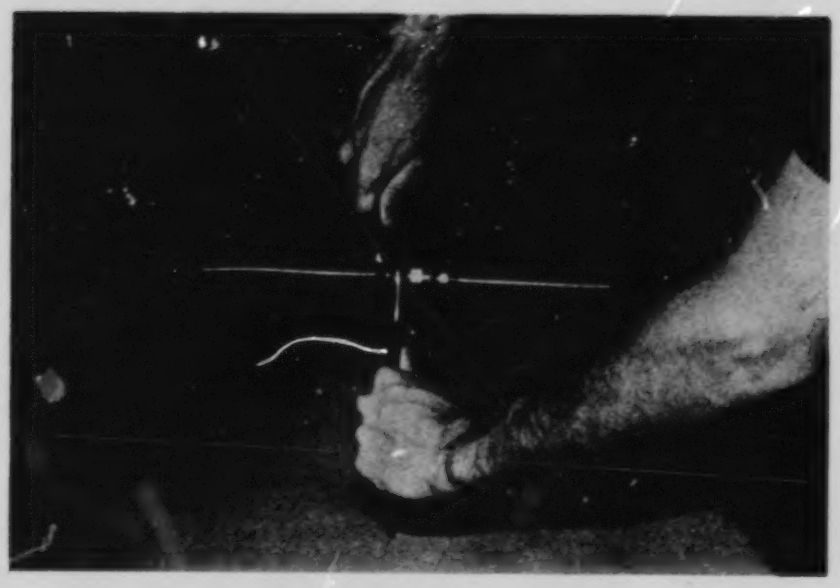

Figure 9.

Task 12

Given a 6″ and a 10″ adjustable wrench, two lengths of flared copper tubing and a quantity of brass fittings, the student will assemble the tubing and fittings as demonstrated by the evaluator. **Note time!**

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Preliminary Exercise:

The evaluator will identify a ½" x 12" section of PVC pipe and demonstrate how to clean the pipe, apply cement, and join the pipe to a ½" PVC coupling. (See Figure 10.)

Figure 10.

Task 13

Given a ½" x 12" section of PVC pipe, a can of PVC cleaner, PVC cement, and a ½" coupling, the student will clean the pipe, apply the cement, and join the pipe and coupling as demonstrated by the evaluator. **Note time!**

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VOCATIONAL EDUCATION READINESS TEST (VERT)

SCORING RESULTS SHEET

NAME: ______________________________

PLUMBING TEST

Measurement Skills (for tasks 1 - 4, check (✓) the appropriate column)

	Response*		Handicapped Response**		Regular Response **	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Task 1 (Inch)			8	7	14	1
Task 2 (Half-Inch)			7	8	14	1
Task 3 (Quarter-Inch)			1	14	12	3
Task 4 (Eighth-Inch)			3	12	12	3

Student Performance Data (beginning with task 5, record the completion time in seconds)

	TIME*	MEAN HANDICAPPED TIME**	MEAN REGULAR TIME**
Task 5		64	53
Task 6		74	66
Task 7		436	101
Task 8		649	339
Task 9		4321	2396
Task 10		586	330
Task 11		550	320
Task 12		441	219
Task 13		146	106

* Write N/C should the student be unable to complete the task.

** These comparative scores were taken from statistical tables in this **User's Manual.**

COMMENTS: ______________________________

Rx: ______________________________

APPENDIX A

Appendix A

PROJECT STEERING COMMITTEE

Robert T. Richards, Counselor/Evaluator for Goodwill Industries, Jackson, Mississippi

Russell B. Walton, Supervisor of the Deaf and Hard of Hearing and Special Education, Jackson, Mississippi

Walter Moore, Special Education Division of the State Department of Education, Jackson, Mississippi

W. T. Taylor, Supervisor of Disadvantaged and Handicapped Students for the Vocational-Technical Division, Jackson, Mississippi

Judy McLarty, Assistant Supervisor for Disadvantaged and Handicapped, Jackson, Mississippi

Shirley Darby, Prevocational Orientation Teacher, Batesville, Mississippi

Jesse Franklin, Prevocational Orientation Teacher, Columbia, Mississippi

Wanda Lambuth, Vocational Counselor, McComb, Mississippi

James F. Shill, Director of the Research and Curriculum Unit, Mississippi State University

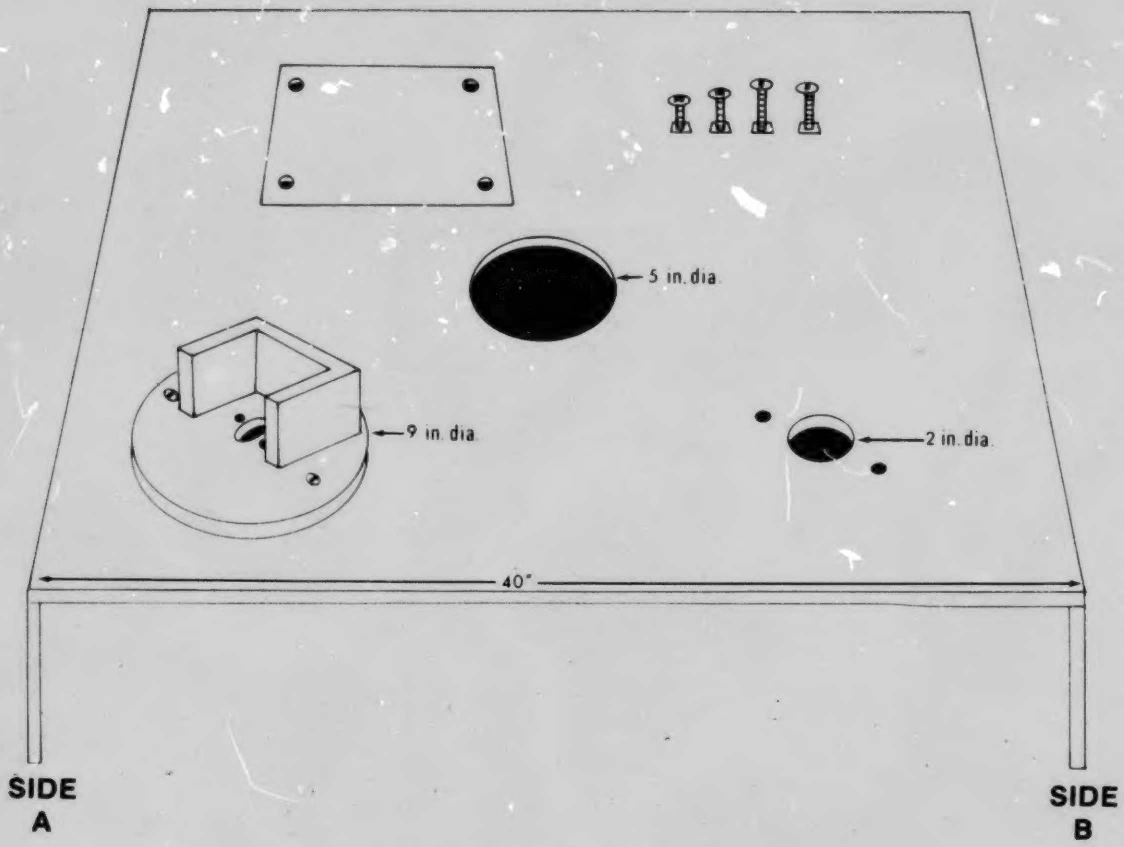
Edward L. Thomas, R. and D. Coordinator, Mississippi State University

Louie E. Kemp, Field Services Coordinator, Mississippi State University

Charlene Callaway, Data Analyst for the Research and Curriculum Unit, Mississippi State University

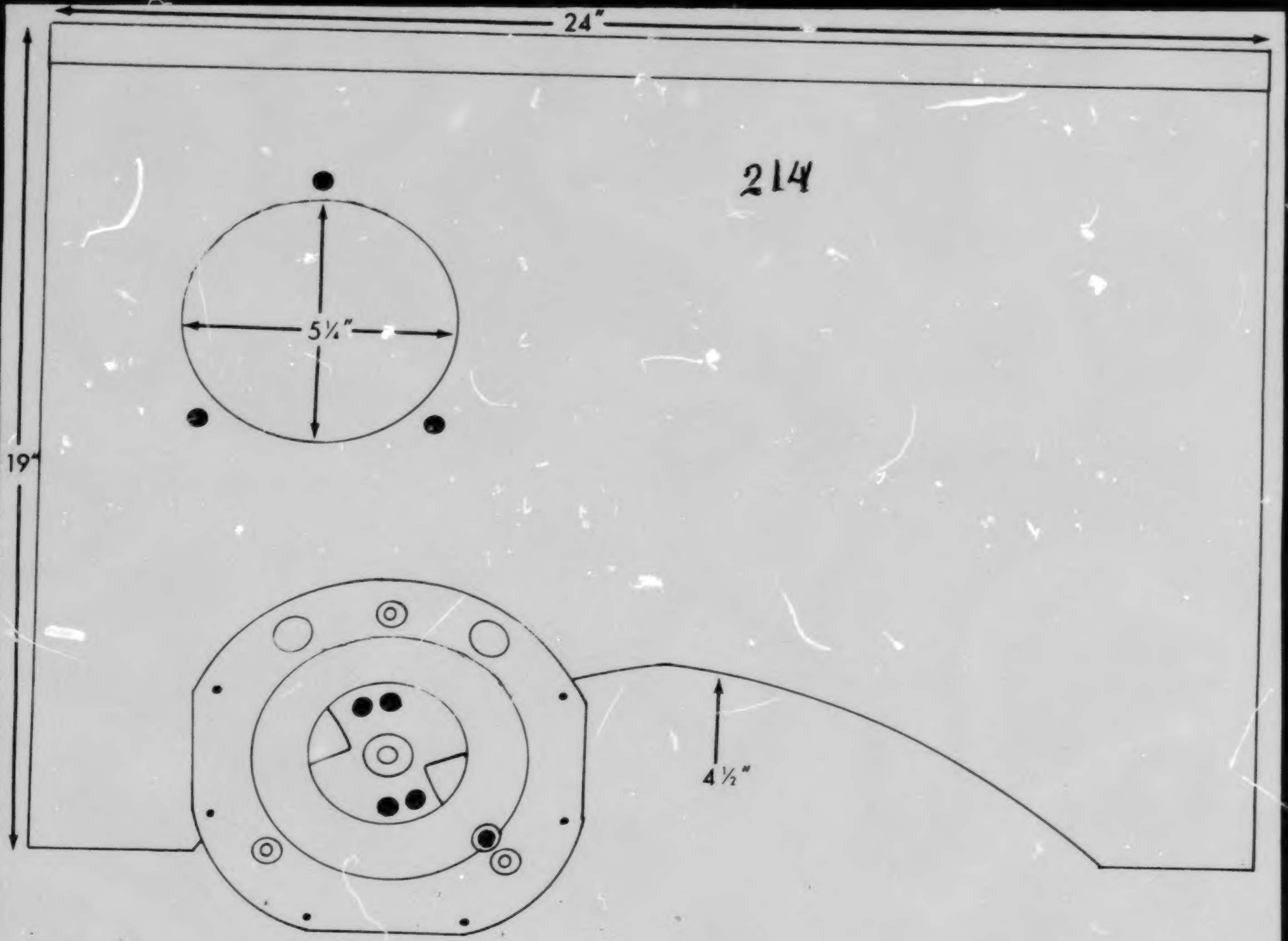
APPENDIX B

212

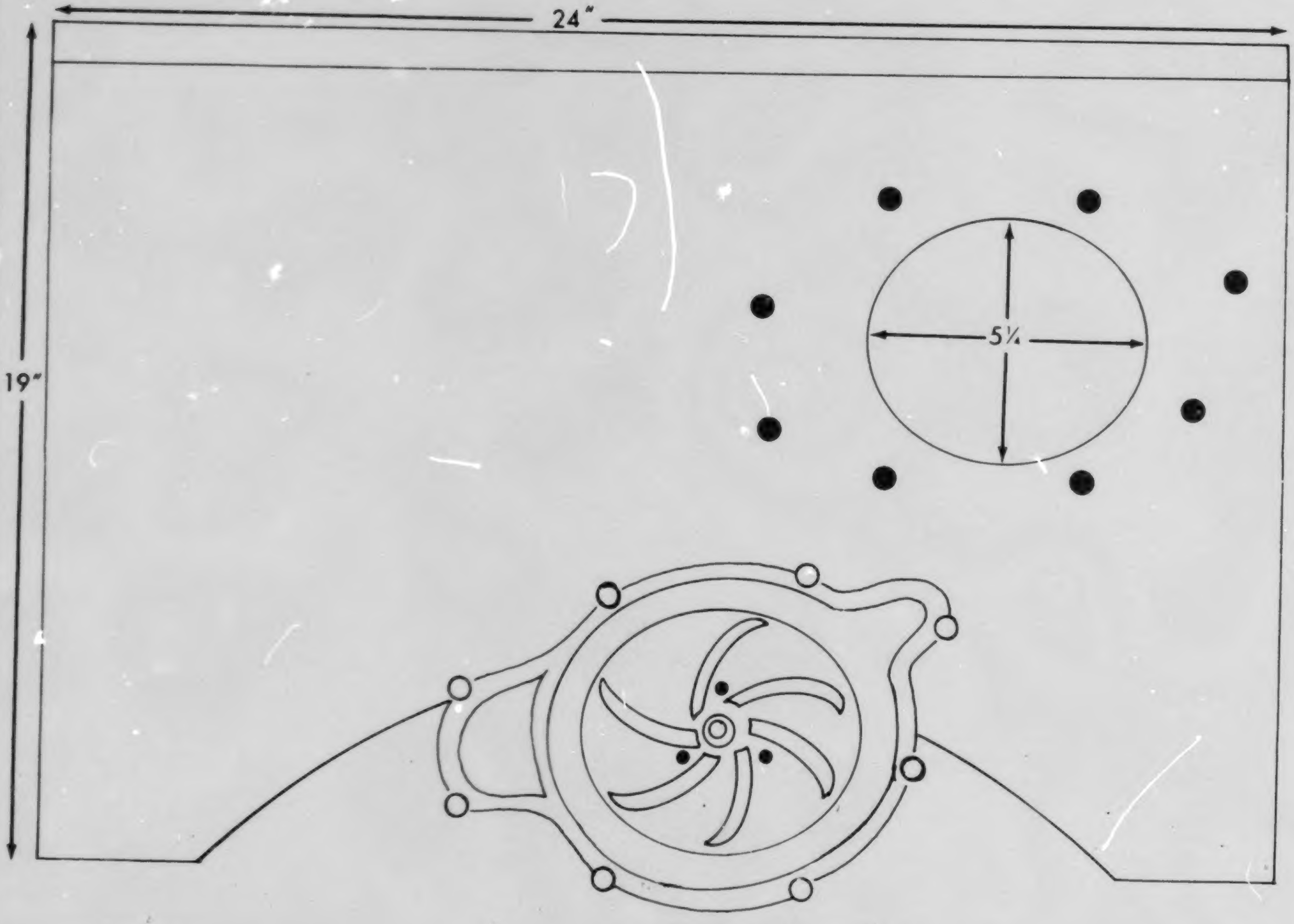

5 in. dia.
9 in. dia.
2 in. dia.
40"
SIDE A
SIDE B

AUTO-MECHANICS MOCKUP
(Top View)

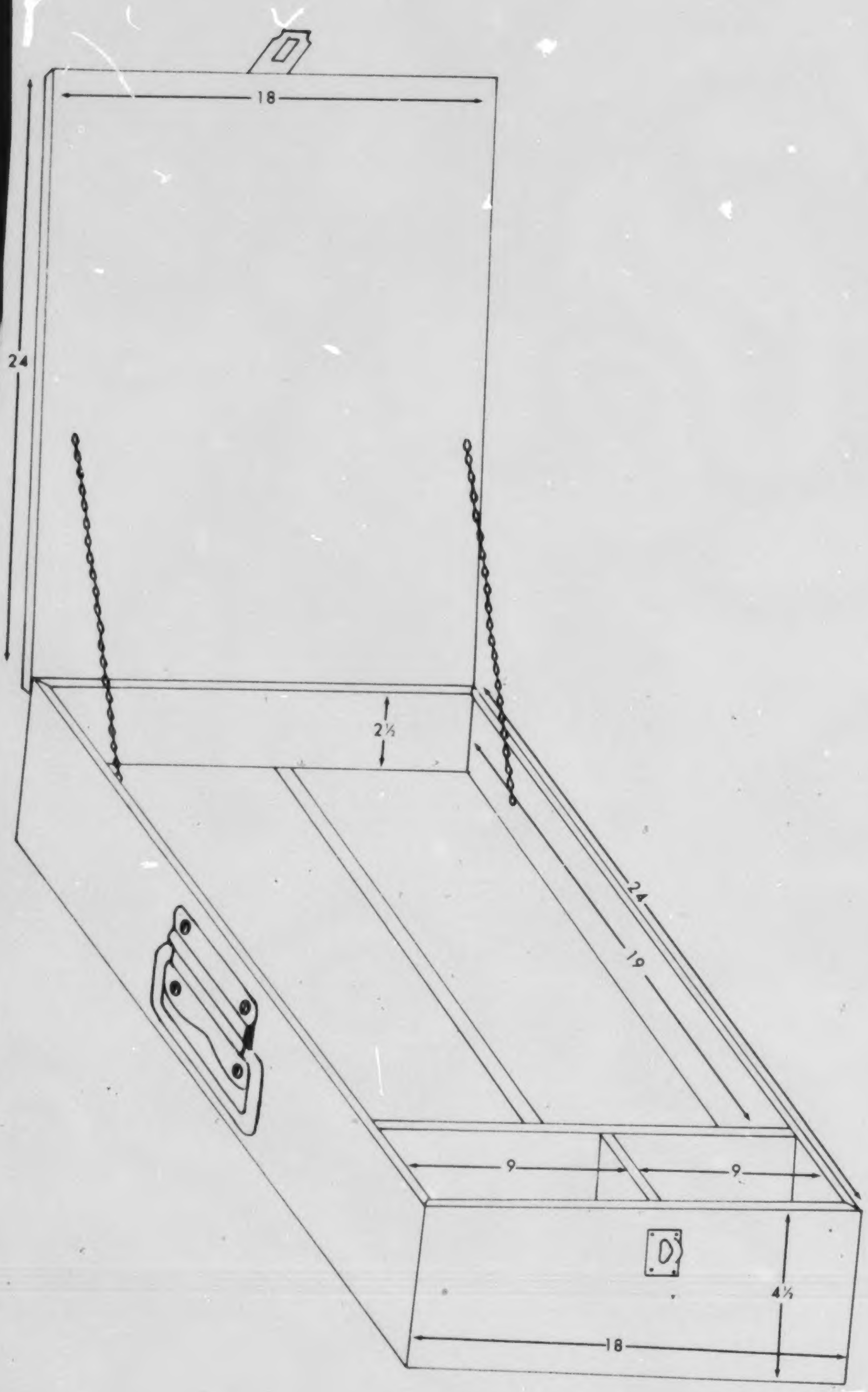
214

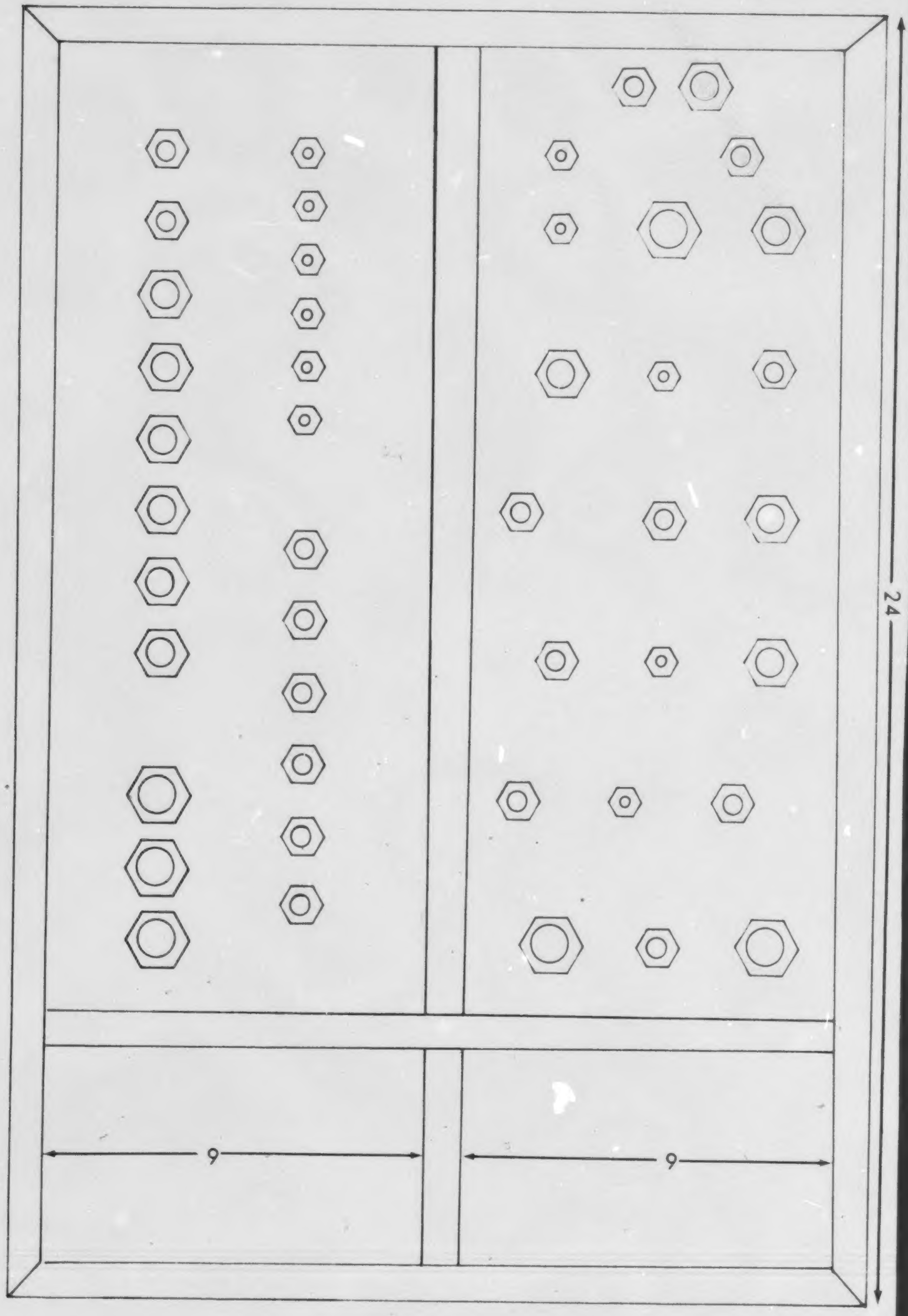


SIDE A VIEW OF AUTO-MECHANICS MOCKUP

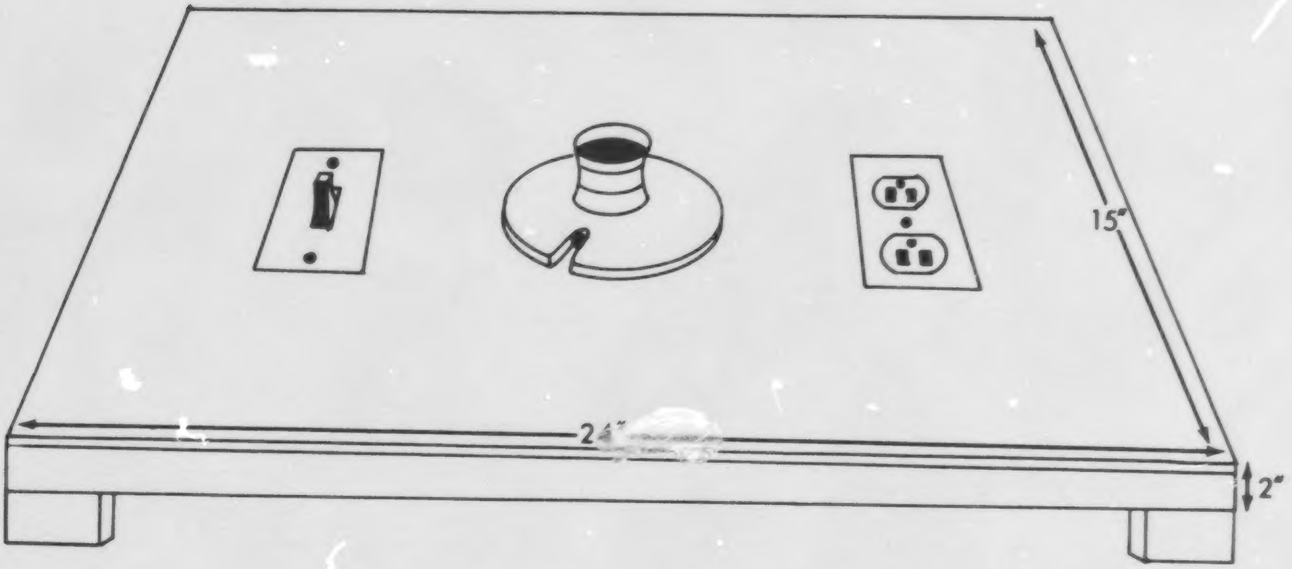


SIDE B VIEW OF AUTO-MECHANICS MOCKUP

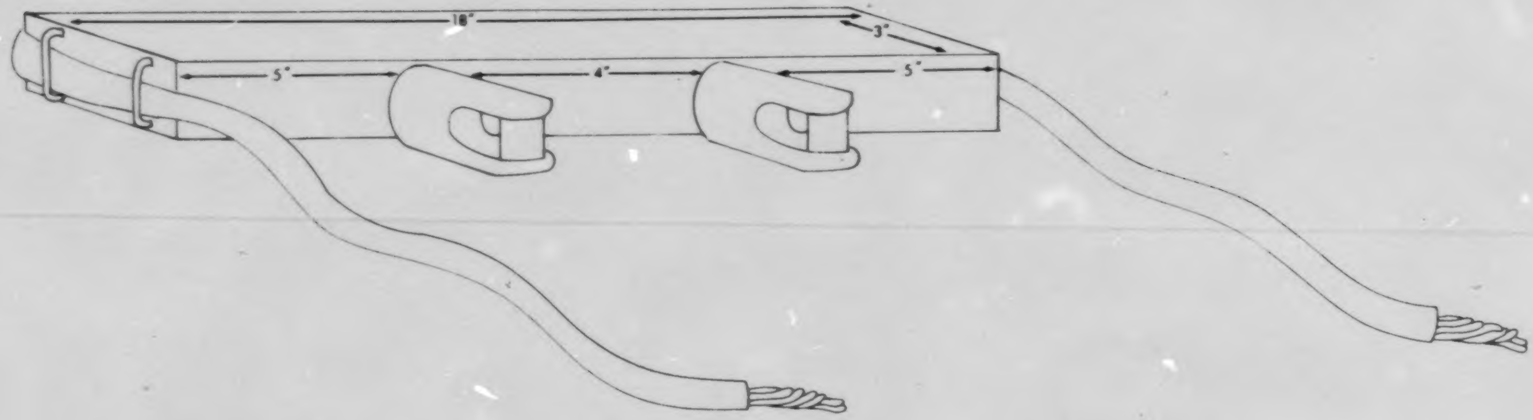

18
24
2½
24
19
9
9
4½
18



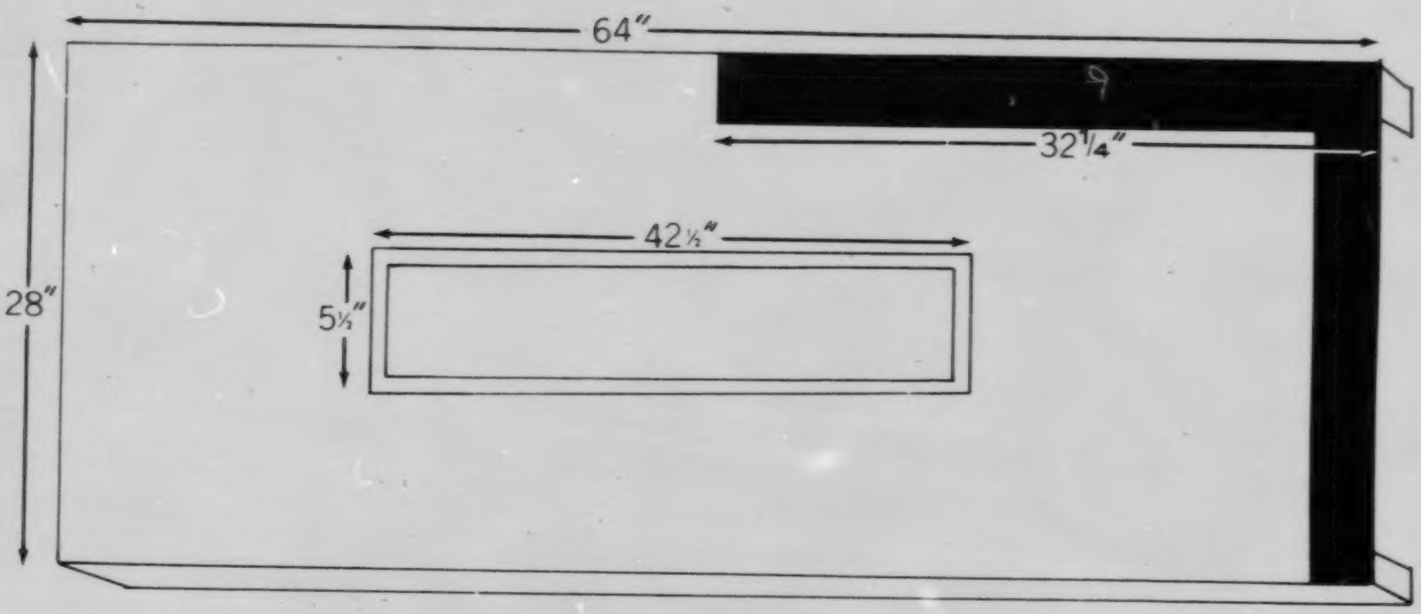
FINGER DEXTERITY KIT



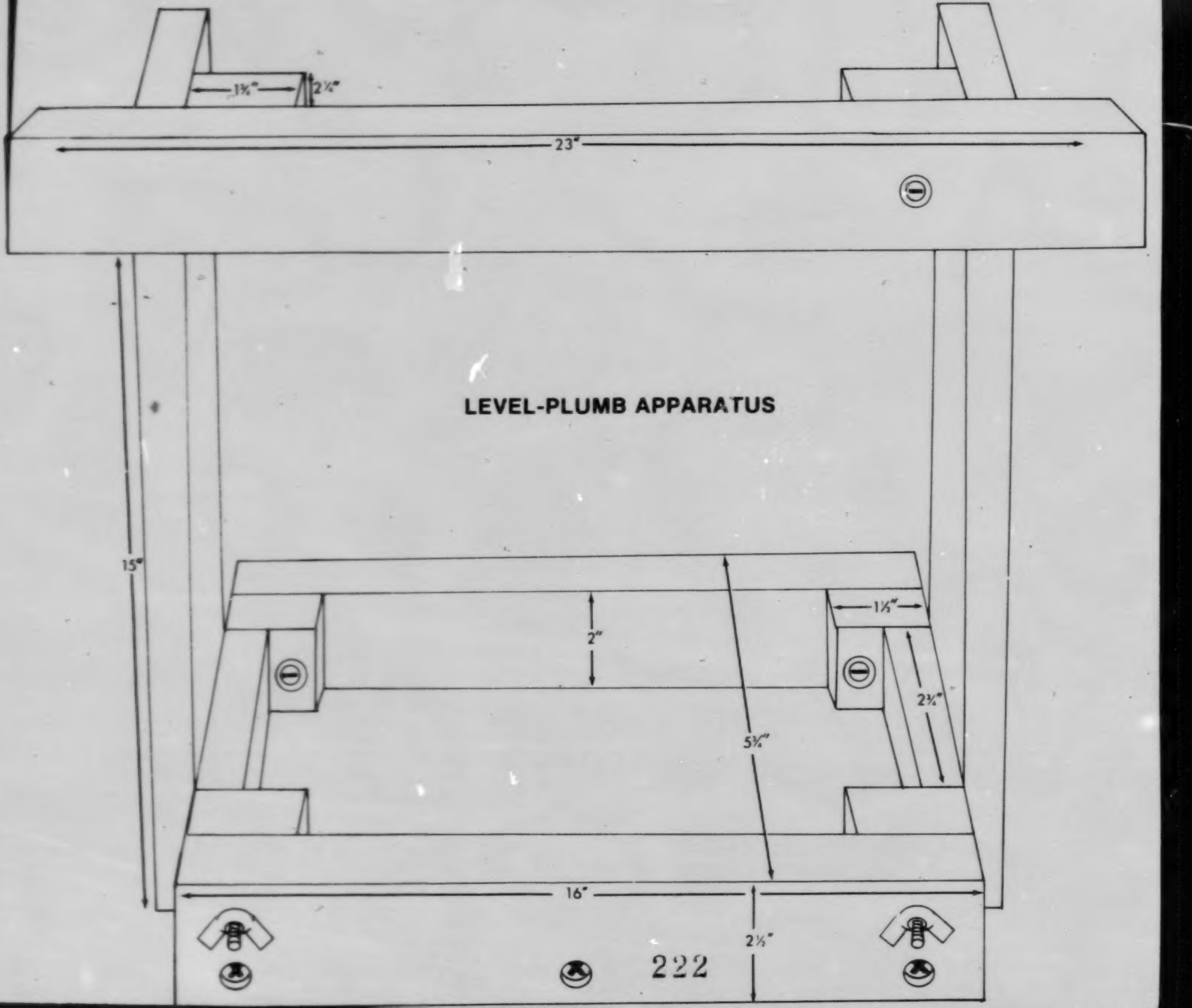
ELECTRICAL WIRING MOCKUP



ENTRANCE CABLE ATTACHMENT

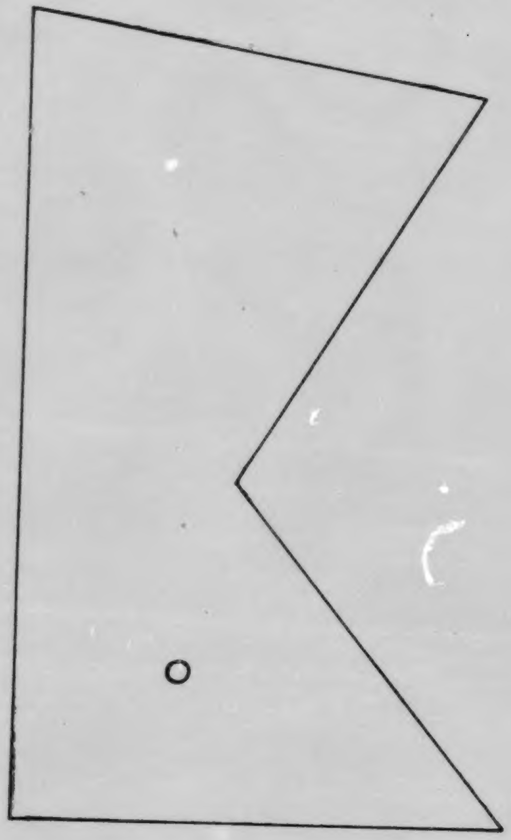

64"
32¼"
42½"
28"
5½"

MASONRY PLATFORM
(Base construction of 2 x 4 frame)

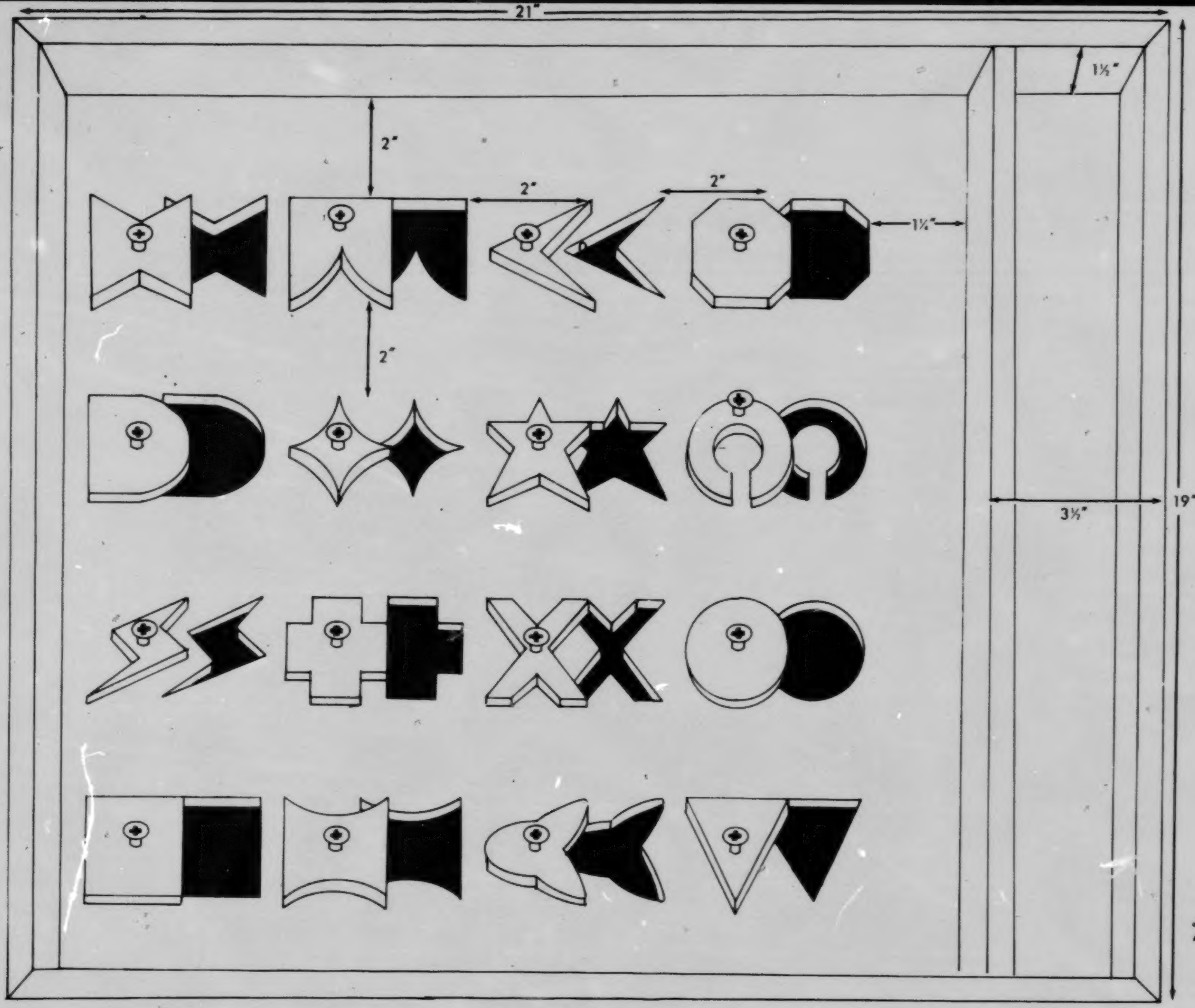


LEVEL-PLUMB APPARATUS

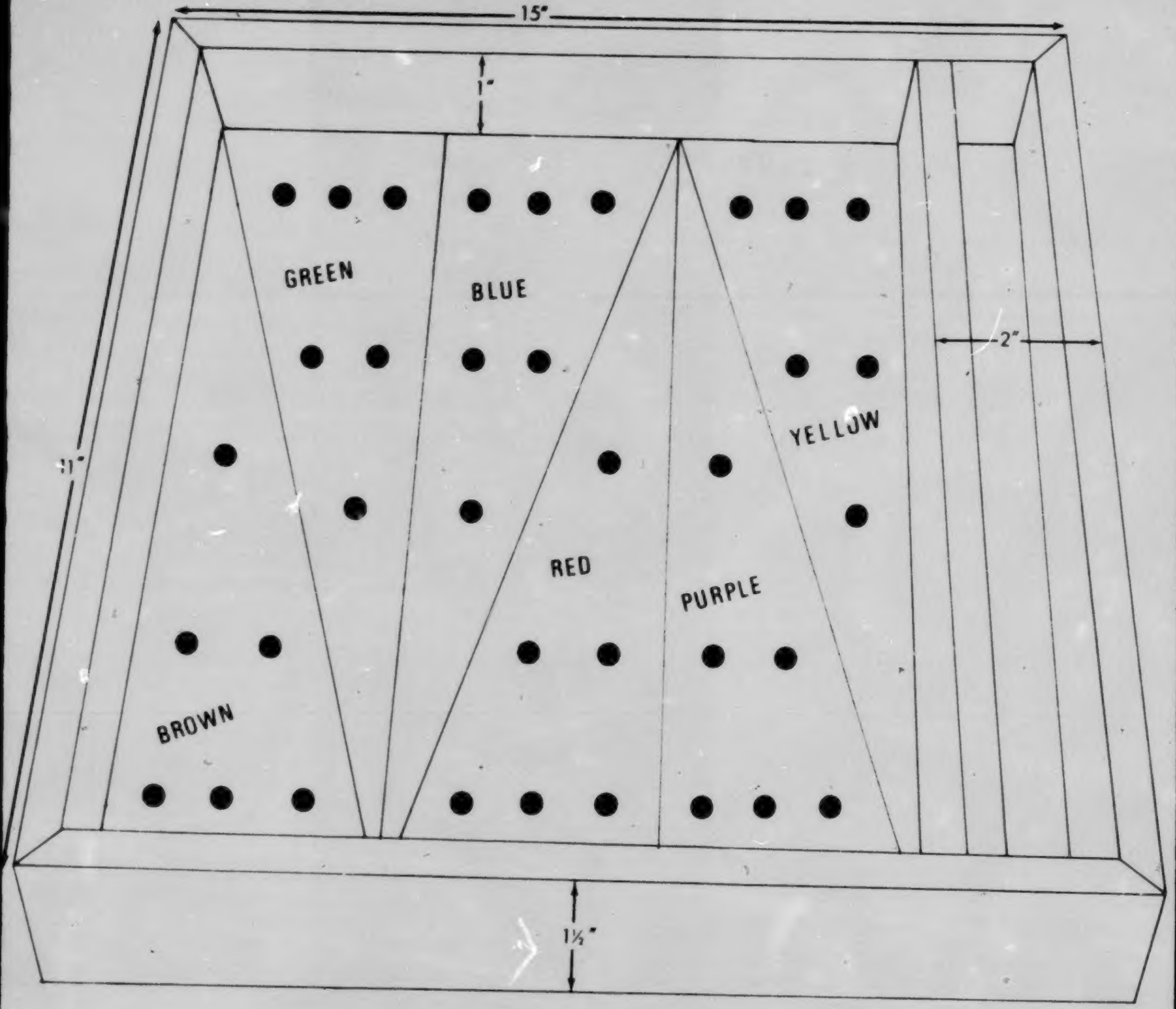
1⅜"
2¼"
23"
15"
2"
1½"
2¾"
5¾"
16"
2½"
222



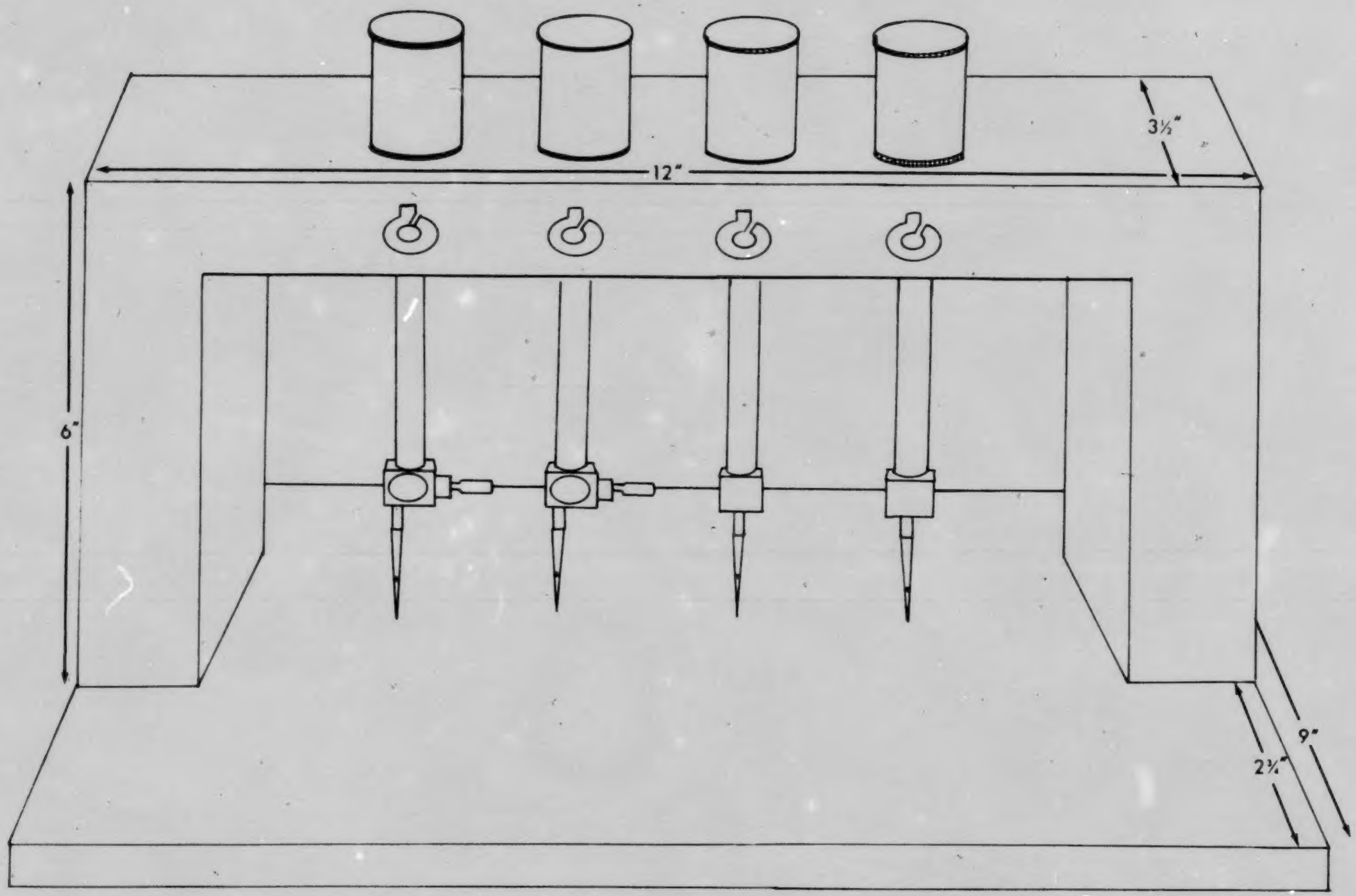
POLYGEN


21"
1½"
2"
2"
2"
1¼"
2"
3½"
19"

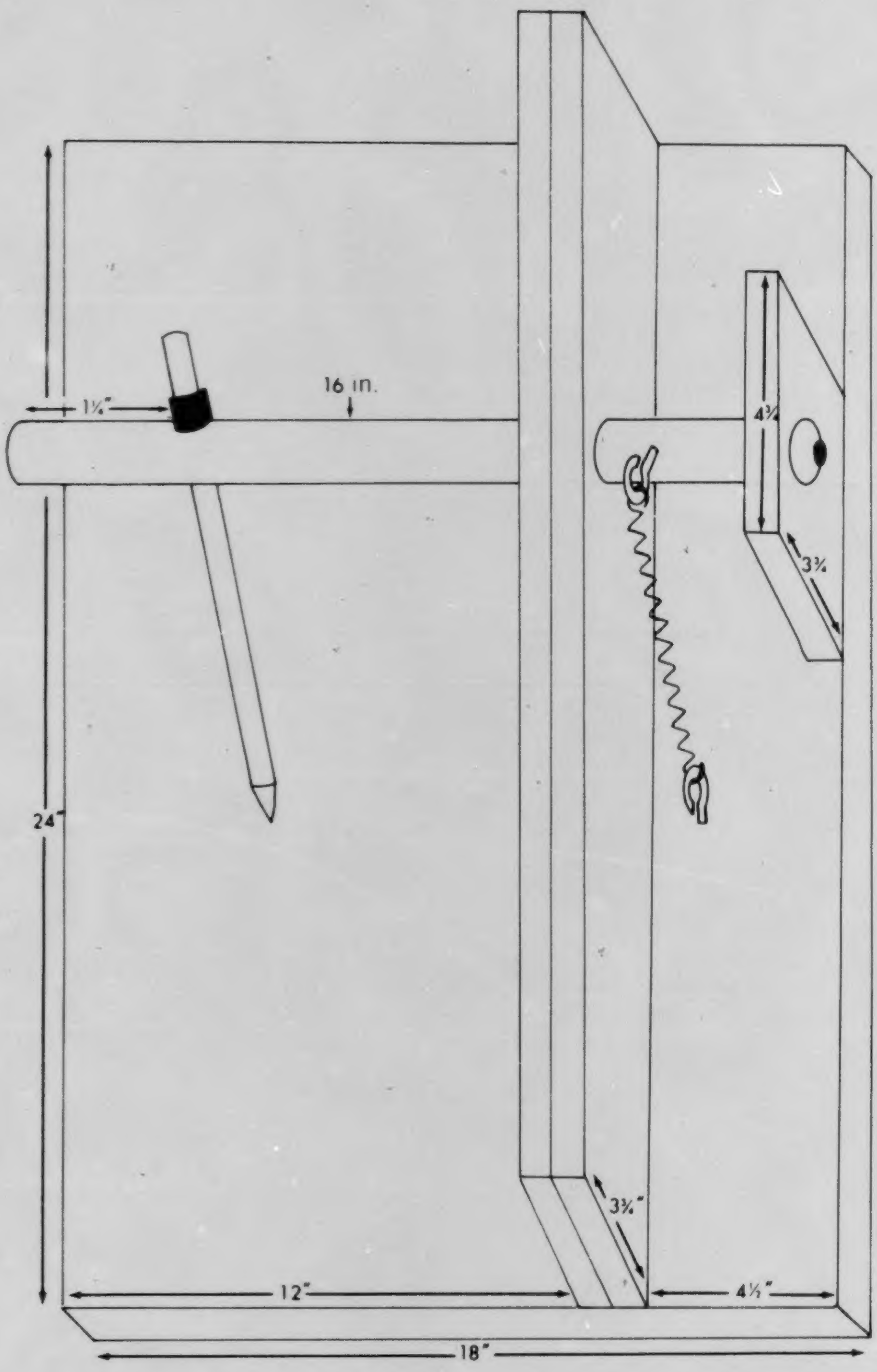
FORM BOARD


15"
1"
11"
2"
1½"
GREEN
BLUE
YELLOW
RED
PURPLE
BROWN

COLOR BOARD



NEEDLE-THREADING APPARATUS


1¼"
16 in.
4¾
3¾
24"
3¾"
12"
4½"
18"

SEWING MACHINE MOCKUP

APPENDIX C

230

TABLE I
MEASUREMENT SKILLS - AUTO MECHANICS
REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	14	93	1	7	11	74	4	26

C* - Correct
I* - Incorrect

TABLE 2
MEASUREMENT SKILLS - AUTO MECHANICS
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
8	53	7	47	6	40	9	60	4	27	11	73	5	33	10	67

C* - Correct
I* - Incorrect

TABLE 3

TASK COMPLETION (SECONDS) - AUTO MECHANICS
REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 15
HANDICAPPED STUDENTS N = 15

	Regular		Handicapped	
Task	Mean	SD	Mean	SD
5	200	43	245	67
6	156	33	173	43
7	18	4	31	16
8	1063	476	1446	510
9	391	149	397	223
10	381	129	387	211
11	331	113	381	270
12	148	40	179	64
13	281	60	320	355
14	206	41	234	72

TABLE 4
MEASUREMENT SKILLS - BASIC WIRING
REGULAR STUDENTS

N = 25

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
24	96	1	4	24	96	1	4	24	96	1	4	23	92	2	8

*C - Correct
*I - Incorrect

TABLE 5
MEASUREMENT SKILLS - BASIC WIRING
HANDICAPPED STUDENTS

N = 25

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15.	60	10	40	5	20	20	80	2	8	23	92	2	8	23	92

*C - Correct
*I - Incorrect

TABLE 6

TASK COMPLETION (SECONDS) - BASIC WIRING REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 25
HANDICAPPED STUDENTS N = 25

	Regular		Handicapped	
Task	Mean	SD	Mean	SD
5	11	6	57	197
6	184	397	220	363
7	36	14	90	194
8	142	186	182	253
9	96	35	120	54
10	180	252	194	250
11	67	27	141	260
12	287	110	378	215
13	205	94	314	232
14	162	83	219	176

TABLE 7
MEASUREMENT SKILLS - CARPENTRY
REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	15	100	0	0	15	100	0	0

*C - Correct
*I - Incorrect

TABLE 8
MEASUREMENT SKILLS - CARPENTRY
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	15	100	0	0	14	93	1	7

*C - Correct
*I - Incorrect

TABLE 9

TASK COMPLETION (SECONDS) - CARPENTRY

REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 15
HANDICAPPED STUDENTS N = 15

Task	Regular Mean	Regular SD	Handicapped Mean	Handicapped SD
5	18	7	28	18
6	44	10	50	15
7	60	31	83	39
8	92	44	125	69
9	96	63	116	35
10	125	48	168	60
11	180	68	244	80
12	97	37	171	70
13	77	26	127	91
14	186	87	272	111
15	225	57	221	60
16	59	36	62	24
17	21	11	26	17
18	49	18	66	21
19	199	102	260	83

TABLE 10
MEASUREMENT SKILLS - CLOTHING
REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	15	100	0	0	15	100	0	0

*C - Correct
*I - Incorrect

TABLE 11
MEASUREMENT SKILLS - CLOTHING
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	4	26	11	74	2	13	13	87	3	20	12	80

*C - Correct
*I - Incorrect

TABLE 12

TASK COMPLETION (SECONDS) - CLOTHING
REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 27
HANDICAPPED STUDENTS N = 23

Task	Regular Mean	Regular SD	Handicapped Mean	Handicapped SD
5	55	7	90	42
6	51	10	93	26
7	132	30	255	97
8	101	47	172	106
9	185	55	256	57

TABLE 13
MEASUREMENT SKILLS - MASONRY
REGULAR STUDENTS

N = 18

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
18	100	0	0	18	100	0	0	17	94	1	6	12	67	6	33

*C - Correct
*I - Incorrect

TABLE 14
MEASUREMENT SKILLS - MASONRY
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	100	3	20	12	80	0	0	15	100	0	0	15	100

*C - Correct
*I - Incorrect

TABLE 15

TASK COMPLETION (SECONDS) - MASONRY
REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 18
HANDICAPPED STUDENTS N = 15

Task	Regular Mean	Regular SD	Handicapped Mean	Handicapped SD
5	95	11	118	20
6	46	9	56	14
7	105	21	139	45
8	172	33	296	227
9	209	48	323	227
10	118	25	121	45
11	129	30	202	252

TABLE 16
MEASUREMENT SKILLS - PLUMBING
REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
14	93	1	7	14	93	1	7	12	80	3	20	12	80	3	20

C* - Correct
I* - Incorrect

TABLE 17
MEASUREMENT SKILLS - PLUMBING
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
8	53	7	47	7	47	8	53	1	7	14	93	3	20	12	80

C* - Correct
I* - Incorrect

TABLE 18

TASK COMPLETION (SECONDS) - PLUMBING

REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 15
HANDICAPPED STUDENTS N = 15

Task	Regular Mean	Regular SD	Handicapped Mean	Handicapped SD
5	53	25	64	18
6	66	18	74	18
7	101	53	436	379
8	339	291	649	352
9	2396	3942	4321	4804
10	330	309	586	375
11	320	299	550	264
12	219	255	441	366
13	106	27	146	49

APPENDIX C

Panel of Experts and Evaluation Instrument

Panel of Experts

Handicapped Research Project - January 31, 1978 - R/CU Conference Room.

Mary E. Hartness S.S.#425-44-1274
Hartness Sew 'N Save
220 Main Street
Starkville, MS 39759

Mrs. Mary Walker, Counselor S.S.#425-44-2264
Vocational Rehabilitation Center
Hwy. 12-S
Starkville, MS 39759

Martha De Kay S.S.#426-86-6292
Vocational Home Economics Teacher
Starkville Public Schools
Yellow Jacket Road
Starkville, MS 39759

Mr. James E. Huey S.S.#428-03-4981
Vocational Education Teacher
Pontotoc County Vocational Complex
Center Ridge Drive
Pontotoc, MS 38863

Mr. Waymon Wray, Teacher S.S.#426-58-5226
Trade & Industrial Education
Pontotoc County Vocational Complex
Center Ridge Drive
Pontotoc, MS 38863

Mr. Jerry Johnson S.S.#453-82-0612
Vocational Education Teacher
Ackerman High School
Drawer P
Ackerman, MS 39735

Billy E. Lyon S.S.#587-05-7431
Vocational Instructor
Louisville Vocational Complex
Louisville, MS 39339

Randal Livingston S.S.#587-09-9129
Vocational Education Teacher
Louisville Vocational Complex
Louisville, MS 39339

Mrs. Kay Coleman, Supervisor S.S.#587-24-3984
Special Education
Oktibbeha County Schools
County Courthouse
Starkville, MS 39759

Mr. Gary McQuary S.S.#587-09-9208
Pre-Vocational Instructor
Houston High School
Starkville Street
Houston, MS 38851

Mr. Robert D. Brook S.S.#425-96-2420
Assistant Professor,
Industrial & Occupational Education
Mississippi State University
Mississippi State, MS 39762

Mr. Benjamin L. Brooks S.S.#061-30-2532
Head, Special Education
Mississippi State University
Mississippi State, MS 39759

Panel of Experts

INSTRUMENT EVALUATION

INSTRUMENT: ______________________________

I. CLARITY

A. Are the instructions for administering the unit clearly written?

_____Yes _____No

B. Are the preliminary exercises clearly written? _____Yes _____No

C. Are the special instructions (where applicable) clearly written?

_____Yes _____No

D. Are the task statements clearly written? _____Yes _____No

Comments on Clarity:

II. TASK STATEMENTS

A. Are the task statements discrete (separate and distinct)?
_____Yes _____No

B. Are the task statements realistic? _____Yes _____No

C. Are the task statements accurate in their description of the tasks to be performed? _____Yes _____No

Comments on Tasks Statements:

III. CONTENT VALIDITY

A. Do the task statements adequately reflect the type of entry level tasks that are performed by individuals in the occupational area? _____Yes _____No

B. Are there additional tasks that should be included within the instrument? _____Yes _____No

C. Are there task statements that need to be eliminated? _____Yes _____No

Comments on Content Validity:

IV. INSTRUMENT STRUCTURE

A. Is the instrument design and format adequate? _____Yes _____No

Comments on Instrument Design and Structure:

V. ADDITIONAL COMMENTS/SUGGESTIONS:

APPENDIX D

List of Tables

TABLE I
MEASUREMENT SKILLS - AUTO MECHANICS
REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	14	93	1	7	11	74	4	26

C* - Correct
I* - Incorrect

TABLE 2
MEASUREMENT SKILLS - AUTO MECHANICS
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
8	53	7	47	6	40	9	60	4	27	11	73	5	33	10	67

C* - Correct
I* - Incorrect

TABLE 3
TASK COMPLETION (SECONDS) - AUTO MECHANICS
REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 15
HANDICAPPED STUDENTS N = 15

	Regular		Handicapped	
Task	Mean	SD	Mean	SD
5	200	43	245	67
6	156	33	173	43
7	18	4	31	16
8	1063	476	1446	510
9	391	149	397	223
10	381	129	387	211
11	331	113	381	270
12	148	40	179	64
13	281	60	320	355
14	206	41	234	72

TABLE 4
MEASUREMENT SKILLS - BASIC WIRING
REGULAR STUDENTS

N = 25

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
24	96	1	4	24	96	1	4	24	96	1	4	23	92	2	8

*C - Correct
*I - Incorrect

TABLE 5
MEASUREMENT SKILLS - BASIC WIRING
HANDICAPPED STUDENTS

N = 25

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	60	10	40	5	20	20	80	2	8	23	92	2	8	23	92

*C - Correct
*I - Incorrect

TABLE 6

TASK COMPLETION (SECONDS) - BASIC WIRING

REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 25
HANDICAPPED STUDENTS N = 25

	Regular		Handicapped	
Task	Mean	SD	Mean	SD
5	11	6	57	197
6	184	397	220	363
7	36	14	90	194
8	142	186	182	253
9	96	35	120	54
10	180	252	194	250
11	67	27	141	260
12	287	110	378	215
13	205	94	314	232
14	162	83	219	176

TABLE 7
MEASUREMENT SKILLS - CARPENTRY
REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	15	100	0	0	15	100	0	0

*C - Correct
*I - Incorrect

TABLE 8
MEASUREMENT SKILLS - CARPENTRY
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	15	100	0	0	14	93	1	7

*C - Correct
*I - Incorrect

TABLE 9

TASK COMPLETION (SECONDS) - CARPENTRY

REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 15
HANDICAPPED STUDENTS N = 15

Task	Regular Mean	Regular SD	Handicapped Mean	Handicapped SD
5	18	7	28	18
6	44	10	50	15
7	60	31	83	39
8	92	44	125	69
9	96	63	116	35
10	125	48	168	60
11	180	68	244	80
12	97	37	171	70
13	77	26	127	91
14	186	87	272	111
15	225	57	221	60
16	59	36	62	24
17	21	11	26	17
18	49	18	66	21
19	199	102	260	83

TABLE 10
MEASUREMENT SKILLS - CLOTHING
REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	15	100	0	0	15	100	0	0	15	100	0	0

*C - Correct
*I - Incorrect

TABLE 11
MEASUREMENT SKILLS - CLOTHING
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	0	4	26	11	74	2	13	13	87	3	20	12	80

*C - Correct
*I - Incorrect

TABLE 12

TASK COMPLETION (SECONDS) - CLOTHING

REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 27
HANDICAPPED STUDENTS N = 23

Task	Regular Mean	SD	Handicapped Mean	SD
5	55	7	90	42
6	51	10	93	26
7	132	30	255	97
8	101	47	172	106
9	185	55	256	57

TABLE 13
MEASUREMENT SKILLS - MASONRY
REGULAR STUDENTS

N = 18

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
18	100	0	0	18	100	0	0	17	94	1	6	12	67	6	33

*C - Correct
*I - Incorrect

TABLE 14
MEASUREMENT SKILLS - MASONRY
HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
15	100	0	100	3	20	12	80	0	0	15	100	0	0	15	100

*C - Correct
*I - Incorrect

TABLE 15
TASK COMPLETION (SECONDS) - MASONRY
REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 18
HANDICAPPED STUDENTS N = 15

Task	Regular		Handicapped	
	Mean	SD	Mean	SD
5	95	11	118	20
6	46	9	56	14
7	105	21	139	45
8	172	33	296	227
9	209	48	323	227
10	118	25	121	45
11	129	30	202	252

TABLE 16

MEASUREMENT SKILLS - PLUMBING

REGULAR STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
14	93	1	7	14	93	1	7	12	80	3	20	12	80	3	20

C* - Correct
I* - Incorrect

TABLE 17

MEASUREMENT SKILLS - PLUMBING

HANDICAPPED STUDENTS

N = 15

Task 1 (INCH)				Task 2 (HALF-INCH)				Task 3 (QUARTER-INCH)				Task 4 (EIGHTH-INCH)			
C*	%	I*	%	C	%	I	%	C	%	I	%	C	%	I	%
8	53	7	47	7	47	8	53	1	7	14	93	3	20	12	80

C* - Correct
I* - Incorrect

TABLE 18

TASK COMPLETION (SECONDS) - PLUMBING

REGULAR AND HANDICAPPED STUDENTS

REGULAR STUDENTS N = 15
HANDICAPPED STUDENTS N = 15

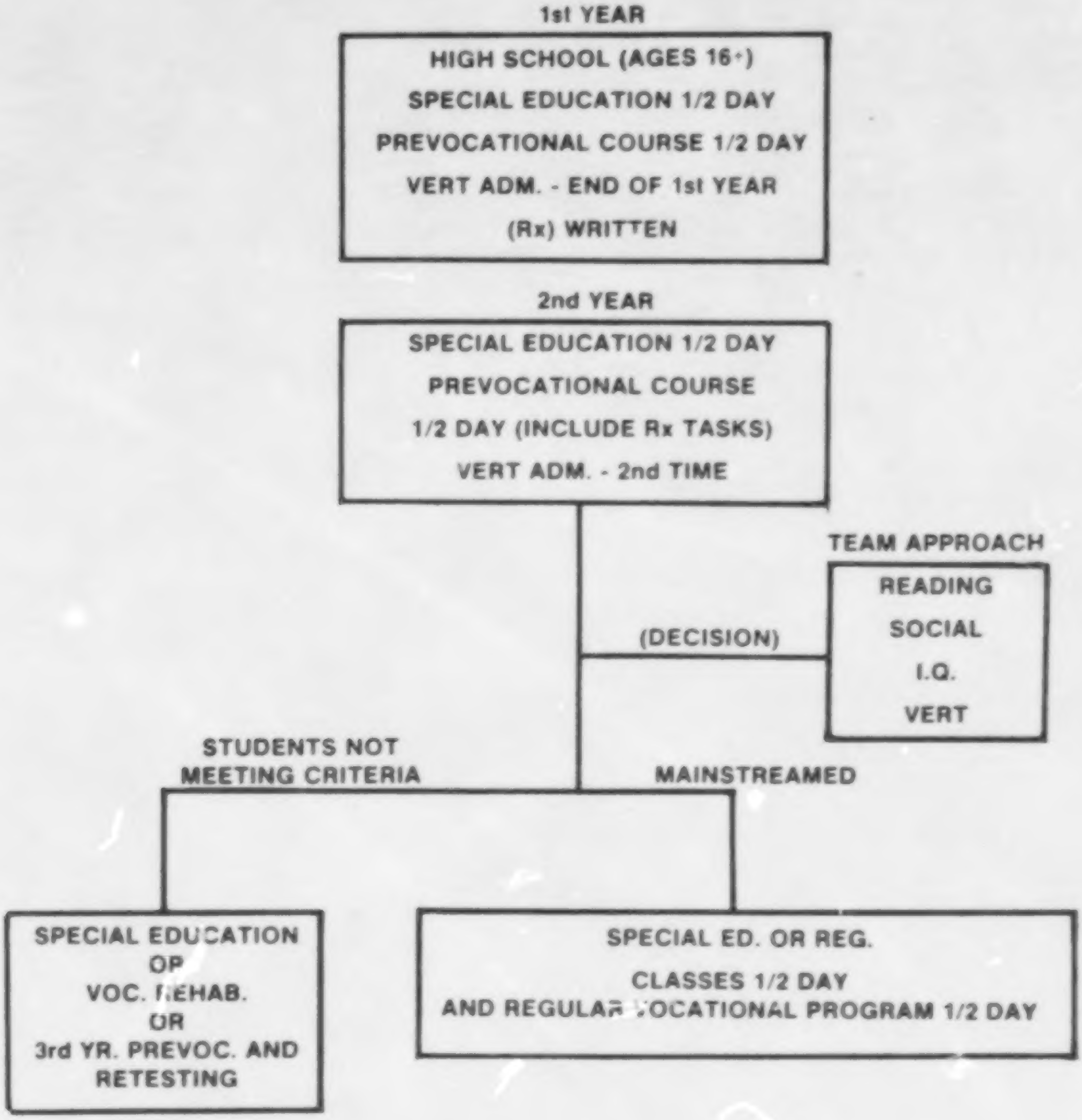
	Regular		Handicapped	
Task	Mean	SD	Mean	SD
5	53	25	64	18
6	66	18	74	18
7	101	53	436	379
8	339	291	649	352
9	2396	3942	4321	4804
10	330	309	586	375
11	320	299	550	264
12	219	255	441	366
13	106	27	146	49

APPENDIX E

Selection of EMRs For Regular Vocational Programs

Appendix E

SELECTION OF EMRs FOR REGULAR VOCATIONAL PROGRAMS


1st YEAR
HIGH SCHOOL (AGES 16+)
SPECIAL EDUCATION 1/2 DAY
PREVOCATIONAL COURSE 1/2 DAY
VERT ADM. - END OF 1st YEAR
(Rx) WRITTEN
2nd YEAR
SPECIAL EDUCATION 1/2 DAY
PREVOCATIONAL COURSE
1/2 DAY (INCLUDE Rx TASKS)
VERT ADM. - 2nd TIME
TEAM APPROACH
READING
SOCIAL
I.Q.
VERT
(DECISION)
STUDENTS NOT MEETING CRITERIA
MAINSTREAMED
SPECIAL EDUCATION OR VOC. REHAB. OR 3rd YR. PREVOC. AND RETESTING
SPECIAL ED. OR REG. CLASSES 1/2 DAY AND REGULAR VOCATIONAL PROGRAM 1/2 DAY

APPENDIX F

Letters From Prevocational Instructors, Teacher Educators, and Consultants

State of Mississippi
DEPARTMENT OF EDUCATION
C. E. HOLLADAY, SUPERINTENDENT

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
J. W. LEWIS, DIRECTOR
P. O. BOX 771
JACKSON, MISS. 39205

September 13, 1978

Dr. Ed Thomas, R and D Coordinator
Research and Curriculum Unit
Mississippi State University
P. O. Drawer DX
Mississippi State, MS 39762

Dear Ed:

The Vocational Education Readiness Test (VERT) is truly an unique and innovative method of assessing a student's potential for success in a given vocational training program. It appears that it will also be a very useful tool (in conjunction with other instruments, data. etc.) for development of a student's individualized education program (IEP).

The VERT Manual appears to be very well organized and the photo illustrations are clear and easy to understand. Utilization of color coded pages provides easy and quick access to individual sections of the manual. Content and sequence of the individual tests appear to be very adequate for assessment of student potential in a given program. In general, the manual and individual tests are of excellent quality.

The following recommendations are offered in reference to future use and improvement of the VERT.

1) Consider decreasing the length of time required to complete the individual tests. The carpentry test for example could possibly be redesigned to assess student potential while utilizing fewer exercises or tasks.

2) Future usage of the VERT along with increased normative data may indicate a need to combine some of the existing individual tests.

3) The VERT should be further validated utilizing larger population samples at state and regional levels. (This validation process, however, would require considerable additional funding.)

4) Additional tests should be developed for other occupational areas.

Sincerely yours,

Harry D. Holloway

Harry D. Holloway, Coordinator
Research, Curricula, and Teacher Education

HDH:cdg

Ackerman High School
ACKERMAN, MISSISSIPPI 39735

Mr. Kay [illegible]
~~THOMAS MURPHY~~
PRINCIPAL

TELEPHONE
285-6310

September 12, 1978

Research and Curriculum Unit
Vocational-Technical Education
Drawer DX
Mississippi State University
Mississippi State, MS 39762

Attention Mr. Ed Thomas

Dear Mr. Thomas:

As a prevocational orientation instructor for the past five years, I have felt a definite need for some type of test to help a student find a skill best suited for him individually. The test needs to aid in determining the degree of vocational skill the student might already have; this will give the instructor an idea of how to best help the student progress from that point.

In my opinion the VERT meets both of these requirements. The tests are simply and clearly written, therefore, easy to understand. The contents of each area is simple, yet exemplifies that types of areas that most prevocational teachers have in their curriculum. For the most part, the VERT is a comprehensive test which would be helpful to every prevocational instructor and student in establishing a basis for their vocational skill.

I think that on the whole, the tests need to remain just as they are written; however, I would like to make a few suggestions for consideration:

In the plumbing area, PVC. should be a little more involved than just joining two pieces of straight pipes together. (Tast #13) Also, most plumbers do not use the PVC. cleaner. In Task #10, copper tubing needs to be placed in a vise-most plumbers do use a vise in holding tubing and pipe. I also not only recommend 90^{o} elbows, but also 45^{o} elbows. (Task #6).

Letting the students mix a batch of motar using sand and lime might be of some value in the masonry area. (Task #6).

In the carpentry area, I noticed that some of the tools used are now outdated as far as usability in a vocational center or on-the-job training are concerned, but for the VERT these tools and tasks are very appropriate.

Mr. Ed Thomas
Page 2
September 12, 1978

I have no suggestions for change in auto mechanics, home economics, and electricity. These areas are exceptionally well-written and should be left just as they are.

I appreciate being given the oppotunity of reviewing the tests, and hopefully, the VERT will be in use in every prevocational classroom very soon.

Sincerely yours,

Jerry Johnson

MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
DRAWER EP
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE (601) 325-4891

23rd August, 1978.

Dr. Edward L. Thomas,
Research & Curriculum Unit,
Vocational-Technical Education,
Drawer DX,
Mississippi State University,
Mississippi State, MS, 39762.

Dear Dr. Thomas,

At your request I have looked over the VOCATIONAL EDUCATIONAL READINESS TEST MANUAL and offer the following appraisal:

The Vocational Educational Readiness Test is an instrument developed with much thought, preparation and care, and is conceptually sound. The authors must be complimented on designing a measure that has every chance of fulfilling its purposes outlined in paragraph 1 of the introduction in the manual. Of particular interest is the approach to measure potential via growth following exposure to relevant vocational experiences in a test-retest format.

Although the manual does not report information on validity of the measure as such reference is made to the procedure by which items of the tests were carefully constructed. These were then submitted to panels of experts for review. In so doing the authors determined content validity of the measure. However, some further work on the measure needs to be done relative to construct, criterion and predictive validity.

On the question of reliability of scoring the authors are careful to provide clear instructions intended to achieve this end: this is sound. Yet, interscorer reliability needs to be tested empirically. Another of the goals in the further development of the instrument should be to determine the internal consistency of the measure as well as reliability information in a retest situation.

Since cluster sampling was used for the selection of EMR's to establish normative data, it is preferable to use the same procedure for the selection of "regular subjects.

The final paragraph on P. 5 of the manual needs fuller treatment so that what was as done with the 115 "regular" students selected is clear to the reader.

Appropriate narrative should accompany Appendicies B and C. The Ns used for the establishment of norms are quite small and additional data needs to be collected. The authors need to state clearly what constitutes the index of potential--is it growth in terms of time taken to complete each task item before and after relevant experiences, or the average growth time relative to all tasks, or what else?

/2

The authors need to describe clearly how scores on these tests need to be interpreted. The statement "scores on the first test...... growth is considered" does not tell enough about how the data obtained should be treated.

All in all I am impressed with the fine creative effort and output of the project. Refinements are needed an can be the next thrusts of the authors.

I hope that I have provided the service you intended. I have enclosed herewith a copy of "Standards for Educastional and Psychological Tests and Manuals" produced by the American Psychological Association. published in 1966. There is a more recent one which you may want to obtain. You should find this manual of great value in your attempts at future refinements of the measure as I have found it in the development of my tests.

With kind regards I remain,

Sincerely yours,

Joe Khatena

Joe Khatena.

State of Mississippi
DEPARTMENT OF EDUCATION
C. E. HOLLADAY, SUPERINTENDENT

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
J. W. LEWIS, DIRECTOR
P. O. BOX 771
JACKSON, MISS. 39205

August 24, 1978

Dr. Ed Thomas
R and D Coordinator
Research Curriculum Center
Mississippi State University
Drawer DX
Mississippi State, MS 39762

Dear Ed:

This is to note receipt of the Vocational Education Readiness Test. I have had a chance to briefly review the manual, and I am pleased with the general appearance.

I would recommend that additional test be developed so that other service areas are included in the manual. Specific areas to be considered for inclusion are metal trades, agriculture, and foods. When the tests are expanded, I would hope that there would be about 20 occupational area tests.

Consideration would need to be given to collecting additional field test data to aid in further validating the test. I realize that plans are being made through the research grant process to provide money for the additional testing of the instrument.

I am pleased with the progress at this point and want to be of assistance in any way possible. Please call this office whenever needed.

Sincerely,

J. W. Lewis

J. W. Lewis
State Director

jlm

State of Mississippi
DEPARTMENT OF EDUCATION
C. E. HOLLADAY, SUPERINTENDENT

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
J. W. LEWIS, DIRECTOR
P. O. BOX 771
JACKSON, MISS. 39205

August 24, 1978

Dr. Ed Thomas
R and D Coordinator
Research Curriculum Center
Mississippi State University
Drawer DX
Mississippi State, MS 39762

Dear Ed:

Thank you for the opportunity to review the Vocational Education Readiness Test. I feel that this type of instrument has been needed for a great while.

Overall, I am very pleased with the structure of the test. I feel the instructions are well written, and the guide is well organized. I especially like the design as far as loose leaf sheets that have been color coded for ease in use.

I would ask that you consider the following suggestions for possible changes. I feel that if the people at the local level are going to use this type of instrument, the time that is needed to administer the sections should be shortened. I would, also, recommend that where possible that tasks be combined and administered only once. For example, a separate test on measurements could be developed. This would eliminate the measurement task from each of the specific service area tests.

The pictures that are used in the manual show more males performing the various skills. May I ask that you use more female demonstrators performing the various tasks. I would ask that you consider removing the term "home economics" from the clothing test. You have not used the service title on the other tests.

You have indicated the number of people used to establish the norms; however, you have not indicated the sex of the individuals. I would hope that an equal number of females would be used in order to establish non-biased norms.

I look forward to seeing the test actually used in our schools in Mississippi. I think this will prove to be of great value to our vocational programs.

Sincerely,

Judy McLarty

Judy McLarty, Program Officer for Sex Equity

jlm

LEFLORE COUNTY HIGH SCHOOL
GLENN NORWOOD, PRINCIPAL
ITTA BENA, MISSISSIPPI

August 28, 1975

Mississippi State University
Research and Cirriculum Unit
For Vocational Techincal Education
P. O. Drawer DX
Mississippi State, Ms. 39762

Attention: Dr. Ed Thomas

Dear Sir:

Upon careful evaluation of the Vocational Education Readiness Test, it is my conclusion, that given proper training and facilities, this test can be proven to be very comprehensive for the student.

The Vocational Education Readiness Test starts with the simple task of drawing a square, and proceeds to the complexity of cutting the intricate curves and designs in plywood.

I am totally convinced that by administering this test "VERT" to the students, it will engross both their physical and mental abilities.

In conclusion it is my findings that this test "VERT" needs no alternations what so ever.

Very Truly Yours,

Monroe W. Parker
Monroe W. Parker

A REVIEW OF VOCATIONAL EDUCATIONAL READINESS TEST (VERT)

By
Bessie L. Smith
Lee High School
Columbus, Mississippi

COMMENTS

The material of VERT has been reviewed very carefully. I find it well organized and fully developed. This seems to be what we have needed for some time during the past. The material seems to be developed with the EMRs in mind as well as regular students to meet the needs and wants of students who cannot survive in an academic-orientated program, especially EMRs.

Test construction and scoring are very understandable, well explained for the evaluator, and also easy to be administered.

Measurements in skills and tasks in each area give each student the opportunity to show his ability to accomplish a goal in whatever area he or she endeavors to enter after finishing the training in high school.

I am really impressed with all areas, especially the one on clothing. Hopefully, this will encourage more EMR girls in this area.

I find all objectives in each area stated in measurable and observable terms.

The age limit (16+) seems to be a very good starting point for EMRs as well as regular students. This is highly recommended because this is where most students are let down with failure in academics, especially the EMRs.

Appendix B

The drawing is very understandable and easy enough to help each student as he or she goes along. "Well Done."

Appendix C

The list of tables in Tasks and Measurement Skills are a good indication that EMRs can do as well as regular students when given the opportunity, especially in the carpentry area.

I would say VERT is a wonderful Test.

CRITICISM

Pilot Testing, page 2

I.Q. 90+ seems ideal for regular school students but seems a little high for EMRs.

Forward, Page iii, Last Paragraph

Subject: school districts. I find Columbus Municipal Separate School District not listed as participants.

Appendix [illegible]

I could not identify all Steering Committees. Hopefully, one was Black, so the Black student can be identified and understood.

715 Lakeview Dr
Clinton, Ms. 39
Phone: 924-0

Clinton Vocational Education Center

Billy Stack
~~Carey G. Smith~~
Director

Ray Barnett
Counselor

August 25, 1978

Dr. Ed. Thomas
Research & Curriculum Unit
P. O. Drawer DX
Miss. State, MS 39762

Dear Ed:

To follow up on your request to read and study the VERT materials, I would like to make the following comments or suggestions:

A. During the sessions when you discuss the test with administrators and teachers who plan to use the VERT, encourage them to either have a prevocational program or consider initiating one. This will help keep administrators from just pulling students who have no knowledge of tools from their special education classes, giving them the test and trying to put them in vocational programs.

B. I would recommend that you consider eliminating Task 13 in Auto Mechanics due to the lack of knowledge that regular or EMR students would have of a torque wrench. This exercise could also discourage students who might be able to function in the role of a mechanic helper.

C. Consider giving the student some type of drawing with Task 12, 13 and 14 in the Basic Wiring.

D. I wonder if students will understand Task 18 in Carpentry.

E. Eliminate Task 19 from Carpentry due to the number of sawing exercises and because so many blades will get broken.

F. Home Economics (Clothing) appears to be excellent.

G. Consider adding some type of mixing and measuring exercise due to the number of students who never get past the mortar mixing and brick carrying-helper type jobs.

H. Due to my lack of knowledge of plumbing and not ever having the opportunity to supervise a program, I do not feel that I could contribute anything to that section.

Ed, the test appears to be excellent and I feel that it will be very beneficial to vocational educators across the State.

When you are in the Jackson area come by and drink a cup of coffee with us.

Sincerely,

Billy Stack

Billy Stack

BS/ww